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ABSTRACT

This report contains four major evaluation sections, each of which involves various subsections: (1) Baseline (demographic) data report--all raw data pertinent to this subject is reported in Appendix A; (2) Training Effectiveness Report--raw data in Appendix B; (3) Product Evaluation Report--raw data in Appendix C; and, (4) Process Evaluation Report--raw data in Appendix D. In addition, there is a separate section for each of the projects involved in this evaluation which identifies objectives pertinent to each of those programs and the location of data to provide information pertinent to each of their objectives. At the beginning of each major section of this report is the following information: (1) A description of the particular type of evaluation strategy employed for that section, its purpose, and the process employed to obtain the data included in this report; and (2) A summary of the data as it relates to specific objectives or goals stated in any of the independent projects included in this report. A section in Appendix B contains information from various consultants brought into the Louisville Public School System. Each of these people have, for one reason or another, been involved with the schools and, throughout that involvement, have developed impressions of the System's change efforts. [Because of the quality of the original, several pages of this document will not reproduct legibly.] (Author/JM)

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1970-71

EVALUATION REPORT

FOR

COP
FOCUS
IMPACT
TRANSITION
TITLE IV -- DESEGREGATION

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UD 012023

The following is a list of assumptions which undergird the attempts of the Louisville Board of Education in revising the educational process:

1. School can and should be an enjoyable place for children to be.
2. Learning can and should be made interesting and exciting.
3. Teachers can and should develop a more personalized and trusting relationship with pupils.
4. Pupils can learn more meaningfully when they are actively involved in the planning of their learning activities.
5. Curriculum content can be significant to youth when it relates to issues and interests important to them.
6. Children can become more self-directed when given educational activities which they have helped to plan, carry out and evaluate.
7. Children can become more self-disciplined when they have shared in the development of their own school as a social system and have been helped to better understand their own behavior.

This evaluation will attempt to provide sufficient data to allow the reader to determine how successful the Louisville Board of Education has been in attempting to prove and fulfill these assumptions.

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INTRODUCTION

CORE OBJECTIVES

This is the final evaluation report of the Louisville Public School System's Projects COP, Focus, Impact, Transition and Title IV -- Desegregation for the school year 1970-71.

This report contains four major evaluation sections, each of which involves various sub-sections. The first is a Baseline, or Demographic, Data Report; the second is a preservice/inservice Training Effectiveness Report; the third involves a pre-post/experimental-control, or Product Evaluation component; and the fourth involves a Process Evaluation component.

The reports will be presented in the following order:

1. Baseline (Demographic) Data Report

   All raw data pertinent to this subject will be found in Appendix A.

2. Training Effectiveness Report

   All raw data pertinent to this subject will be found in Appendix B.

3. Product Evaluation Report

   All raw data pertinent to this subject will be found in Appendix C.

4. Process Evaluation Report

   All raw data pertinent to this subject will be found in Appendix D.

In addition to the evaluation report sections, you will find a separate section for each of the projects involved in this evaluation (COP, Focus/Impact, Transition and Title IV -- Desegregation) which will identify the objectives pertinent to each of those programs and the location of data to provide information pertinent to each of their objectives.

In addition to this, you will find a section in Appendix B which contains information from various consultants brought into the Louisville Public School System. Each of these people have, for one reason or another, been involved with the Louisville Public Schools and, throughout that involvement, have developed impressions of the System's efforts to provide a different type of educational plan. Their impressions have been reproduced exactly as they were transmitted to the Louisville Public Schools. A summary of these consultants' reports may be found in the section of this report labelled "Training Effectiveness Report". Their complete reports may be found in Appendix B-6.

At the beginning of each major section of this report, you will find the following:

1. A description of the particular type of evaluation strategy employed for that section, its purpose and the process employed to obtain the data included in this report.
2. A summary of the data as it relates to specific objectives or goals stated in any of the independent projects included in this report. A further breakdown of the data will not be provided by this writer. In other words, this writer will provide a summary of the data in such a way that the reader will be able to interpret those summaries for his or her own purposes. This writer will attempt only a modest interpretation of the data contained herein, as it is the opinion of this writer that large scale interpretation from a local school organization could only serve to bias the reader of a report such as this.

Where there is raw data, previous interim reports or additional information necessary for the interpretation of the enclosed data, this information will be referred to in the summary. Where possible, further information will be included in an appendix at the end of this report and will be so labeled in the major section of the report.

Included immediately following this section of the report is a set of 16 objectives that were fairly consistent throughout Projects COP, Focus/Impact, Transition and Title IV -- Desegregation. Reference will be made to these as a separate entity, and data will be presented as it relates specifically to this list of 16 objectives. The Louisville Public School System considers this set of objectives to partially represent the central theme of the System's change efforts as it relates to the overall purpose of the Louisville Public School System; each objective has tangential but equally valuable purposes as it relates to the overall purpose of the Louisville Public School System.

In general, reports of this nature are conceived to be committed to the reporting of data pertinent to a single funding source, thereby assuming the commitment to provide feedback information solely to that funding source. This is not the nature of this report. Conceive, if you will, a pie, where one slice of that pie is represented by funding from the Career Opportunities Program (COP), another slice of that pie is represented by funding from the Teacher Corps Project (Focus); another slice is represented by funding by EPDA (Project Transition); another slice is represented by Title I Funding allocated to this District (Impact); another slice is represented by the General Fund of this District; and the last slice is represented by Title IV of the Civil Rights Act, our desegregation funding.

Rather than serving as an independent entity in an effort to bring about change in the Louisville Public School System, each of these slices has been brought together into a comprehensive whole. We now have a pie that has been put together to represent a major attempt of a public school system endeavoring to bring about massive change in the attitudes of the community, attitudes and behavior of its staff, and in attitudes, behavior and cognitive growth of its students, all brought together as a result of training, retraining, involvement of youth and recommitment of elders.

This being the case here in Louisville, it behooves the writer of this report to write in the vein in which the funding was provided, namely, by providing each of the funding members a comprehensive picture of their part of the total process, as well as by providing them with a comprehensive picture of every other component's part of the total process. Therefore, the report will not refer to any specific funding agents, except in a small section at the end of this report providing input to specific objectives from specific proposals. Instead, the major effort of this report will be toward provision of information to all who may be concerned about the change efforts of the Louisville Public School System.

CORE OBJECTIVES FOR PROJECTS

COP, Focus/Impact, Transition and Title IV -- Desegregation

The following is a list of 16 objectives that were pulled together as a common core of objectives pertinent to Projects COP, Focus, Impact, Transition and Title IV -- Desegregation. These four projects were examined very carefully in an attempt to pull out data requirements for all of them. In many cases, all four documents have an objective that is consistent throughout the four projects. This being the case, it behooved us to gather data on only one objective that is consistent and that will provide data to suffice for all four projects. The objectives were as follows:

1. What was the racial make-up of the faculties of each of the public schools in the Louisville Public School System for the years 1968-69, 1969-70 and 1970-71?

   Data pertinent to this question may be found in Appendix A-5.

2. What was the racial composition of people at administrative levels from the superintendent down through assistant principal for the years 1968-69, 1969-70 and 1970-71? This information is to be transmitted in the form of the numbers of Black males, Black females, White males, White females, total number of people, percent Black and percent female.

   Data pertinent to this objective may be found in Appendix A-5.

3. How many recruiting visits were made to institutions of higher learning for the sole purpose of recruiting Blacks in administrative or teaching slots in the years 1968-69, 1969-70 and 1970-71?

   Data pertinent to this objective may be found in Appendix A-5.

4. How many schools in the Louisville Public School System (and which were they) were operated on a bi-racial, team-teaching, differentiated staffing pattern in 1968-69, 1969-70 and 1970-71? In addition, how many schools in 1970-71 of those above achieved a major (ie, at least 30% shift in personnel) restructuring of personnel to accomplish the above goal?

   Data pertinent to this objective may be found in Appendix A-5.

5. Identify the percentage of students in the project schools and in their control schools who gained at least one year of achievement in reading, spelling and math in 1968-69, 1969-70 and 1970-71. This data will be organized by levels, such as elementary, junior high and senior high, and by sex, grade, age, race and school, where appropriate.

   Data pertinent to this objective may be found in Appendices C-4a and C-5; also, please see the section of this report labelled "Product Evaluation".

6. What is the rate of absenteeism in the project schools and in their control schools by sex, age, race, grade and school for 1968-69, 1969-70 and 1970-71? This also includes the Average Daily Attendance and the Average Daily Membership by the above categories for the above years.

   Data pertinent to this objective may be found in Appendices A-1 and A-2; also, please see the section of this report labelled "Baseline (Demographic) Data".

7. What is the vandalism cost in the project schools and in their control schools for 1968-69, 1969-70 and 1970-71? In this case, vandalism cost will be represented by the amount of glass breakage on a comparison basis with previous years and the 1970-71 school year.

   Data pertinent to this objective may be found in Appendices A-1 and A-2; also, please see the section of this report labelled "Baseline (Demographic) Data".

8. Identify the number of delinquency referrals in the project schools and in their control schools for the 1968-69, 1969-70 and 1970-71 school years by sex, age, race, grade, school and month.

   Data pertinent to this objective may be found in Appendices A-1 and A-2; also, please see the section of this report labelled "Baseline (Demographic) Data".

9. Identify the number of training programs conducted by the Louisville Public School System by preservice and inservice programs. Describe the types of program, the number of people who participated in them and their category of employment (ie, superintendent, assistant superintendent, director, supervisor, principal, assistant principal, teacher, COP participant, Teacher Corps Intern, et cetera).

   Data pertinent to this objective may be found in Appendices B-1 and B-2; also, please see the section of this report labelled "Training Effectiveness".

10. Identify the communication component of these projects which relates specifically to the involvement of community people in school system matters. In other words, identify the number of people, their occupation, income level, and residence who are involved in the make-up of mini-boards or consultant boards established at Focus and Impact schools during the 1970-71 school year. Also include the number of visits the parents made to the various schools and the amount of contact that teachers and parents have jointly.

    Data pertinent to this objective may be found in Appendix E-3b.

11. Provide a comparison of baseline data for the 1969-70 and 1970-71 school years on the following categories:

a. number of students assigned to special education classes	Appendix A-4
b. number of students retained in present grade	Appendix A-4
c. dropout data	Appendix A-1, -2
d. delinquency referral data	Appendix A-1, -2
e. attendance data	Appendix A-1, -2
f. vandalism costs	Appendix A-1, -2
g. achievement test data	Appendix C-4a, -5
h. suspensions	Appendix A-1, -2

    Some of this data will be provided in the form of monthly comparisons, and some of it will be in the form of yearly comparisons.

    Data pertinent to this objective may be found in the appendices listed above and in the sections of this report labelled "Baseline (Demographic) Data" and "Product Evaluation".

12. Provide demographic data for COP, specifically in terms of the number of COP participants who drop out by sex, age, race, their job in the System, their educational entry level, their educational dropout level and their grade achievements at the University of Louisville or the University of Kentucky. Where possible, this data will be made available on a monthly basis.

    Data pertinent to this objective may be found in Appendix E-1a.

13. Identify the amount of teacher turnover in the project schools relative to those schools in the previous year and relative to their control schools.

    Data pertinent to this objective may be found in Appendix A-5.

14. Provide demographic data on personnel in the project schools and in their control schools. This would be in the form of the mean age, the number of teachers with and without certification and the number of years of experience for each of the teachers for 1969-70 and 1970-71.

    Data pertinent to this objective was not available.

15. Identify the pupil-teacher ratio by school with an additional breakdown of certified versus non-certified personnel for the 1969-70 and 1970-71 school year.

    Data pertinent to this objective may be found in Appendix A-5; other data to complete this objective was not available.

16. Identify the mean salary of certified and non-certified personnel in the project schools and in their control schools for 1969-70 and 1970-71.

    Data pertinent to this objective was not available.

BASELINE (DEMOGRAPHIC) DATA

BASELINE (DEMOGRAPHIC) DATA

This type of data system generally relies on unobtrusive data that is collected at pre-determined intervals over a period of time in an effort to provide data on the people involved in a system. In the case of school systems, it is generally used to compare a previous year's data with the current year's data in an attempt to determine where changes are taking place and in what direction they are headed. This type of data is generally used by the administration of a school system to make global decisions about the system or to draft policy decisions about certain areas encompassed by the data collected. However, in Louisville this data is collected on a monthly basis and is transmitted back to the schools in summary form so they may see their school compared with all other schools similar to theirs, as well as compared to itself from data collected a year ago.

This baseline data is collected by the Louisville Public School System through reports of principals in conjunction with each of the projects and through reports provided to the Department of Research and Evaluation from the Departments of Employee Personnel and Student Personnel Services. Type of data collected on a monthly basis includes dropouts, delinquency referrals, attendance, suspensions and vandalism costs. With the exception of vandalism costs, all of this data is collected by sex, age, race, grade, school and educational program, where appropriate and possible. Type of data collected on a yearly basis includes assignments to special education classes, retentions in present grade levels, racial make-up of faculties and personnel in schools and in the Central Office, the number of bi-racial, team-teaching, differentiated staffed teaching teams and the number of recruiting visits to institutions of higher learning to recruit Blacks.

Summary of the Data Summaries --

The following pages contain summaries of the data collected on a monthly basis for 1970-71 compared with that collected similarly for 1969-70. In an effort to bring about a more cohesive understanding of the demographic data presented, a narrative summary is provided after the presentation of the data summary.

ATTENDANCE

SEPTEMBER THROUGH JUNE
1969-70 ---- 1970-71

	1969-70		1970-71		Percent (Increase + Decrease -)
NIOR HIGH					
Non-Project	88.8		87.2		- 1.8
Control	83.9		81.6		- 2.7
Total Regular Schools		86.4		86.3	- 0.1
Experimental		86.6		82.2	- 5.1
Total		87.8		86.0	- 2.1
NIOR HIGH					
Non-Project	89.0		88.6		- 0.4
Control #1	92.2		91.5		- 0.8
Control #2	85.2		84.7		- 0.6
Total Regular Schools		88.4		87.9	- 0.6
Experimental		87.0		87.0	0.0
Total		88.0		87.8	- 0.2
MENTARY					
Non-Project	92.8		92.8		.00
Control	92.9		92.7		- .21
Total Regular Schools		92.8		92.8	.00
Experimental		91.6		91.6	.00
Total		92.6		92.6	.00

DELINQUENCY REFERRALS

SEPTEMBER THROUGH JUNE -- 1970-71

SENIOR HIGH

Non-Project	42	
Control	7	
Total Regular Schools		49 (67.1%)
Experimental		24 (32.9%)
Total		73

JUNIOR HIGH

Non-Project	60	
Control #1	17	
Control #2	55	
Total Regular Schools		132 (60.8%)
Experimental		85 (39.2%)
Total		217

ELEMENTARY

Non-Project	24	
Control	6	
Total Regular Schools		30 (88.2%)
Experimental		4 (11.8%)
Total		34

CITY

Non-Project	126	
Control	85	
Total Regular Schools		211 (65.1%)
Experimental		113 (34.9%)
Total		324

34.9% are in Experimental Schools, which comprise 20% of all schools in the system.

DROPOUTS

September through June
1969-70 --------1970-71

OR HIGH SCHOOL	1969-70		1970-71		Percent (Increase + Decrease -)
Non-Project	927		903		- 2.6
Control	157		219		+39.5
Total Regular Schools		1084		1122	+ 3.5
Experimental		147		173	+17.7
Total		1231		1295	+ 5.2

OR HIGH SCHOOL					
Non-Project	97		93		- 4.1
Control #1	35		33		- 5.7
Control #2	104		100		- 3.8
Total Regular Schools		236		226	- 4.2
Experimental		80		49	-38.7
Total		316		275	-13.0

Non-Project	1024		996		- 2.7
Control #1	192		252		+31.3
Control #2	104		100		- 3.8
Total Regular Schools		1320		1348	+ 2.1
Experimental		227		222	- 2.2
Total		1547		1570	+ 1.5

SUSPENSIONS

SEPTEMBER THROUGH JUNE
1969-70 ---- 1970-71

	1969-70		1970-71		Percent (Increase + Decrease -)
OR HIGH					
Non-Project	252		345		+ 36.9
Control	17		34		+100.0
Total Regular Schools		269		379	+ 40.9
Experimental		125		86	- 31.2
Total		394		465	+ 18.0
OR HIGH					
Non-Project	528		700		+ 32.6
Control #1	144		277		+ 92.4
Control #2	241		312		+ 29.5
Total Regular Schools		913		1289	+ 41.2
Experimental		690		164	- 76.2
Total		1603		1453	- 9.4
ENTARY					
Non-Project	12		87		+625.0
Control	20		6		- 70.0
Total Regular Schools		32		93	+190.6
Experimental		41		10	- 75.6
Total		73		103	+ 41.1
Non-Project	792		1132		+42.9
Control	422		629		+49.0
Total Regular Schools		1214		1761	+45.0
Experimental		856		260	-69.6
Total		2070		2021	- 2.4

TARDINESS

September thru June 1970-71

	1969-70		1970-71		Percent (Increase + Decrease -)
SENIOR HIGH SCHOOL					
Non-Project	33,529		44,045		+31.4
Control	20,860		29,431		+41.1
Total Regular Schools		54,389		73,476	+35.1
Experimental		15,425		22,886	+48.4
Total		69,814		96,362	+38.0
JUNIOR HIGH SCHOOL					
Non-Project	27,356		35,794		+30.8
Control #1	4,641		8,297		+78.8
Control #2	15,770		20,130		+27.6
Total Regular Schools		47,767		64,221	+34.4
Experimental		56,345		73,199	+29.9
Total		104,112		137,420	+32.0
ELEMENTARY SCHOOL					
Non-Project	N/A		41,157		N/A
Control	N/A		12,464		N/A
Total Regular Schools	N/A			53,621	N/A
Experimental	N/A			13,670	N/A
Total	N/A			67,291	N/A

VANDALISM (GLASS REPLACED)

July 1--thru June 1970-71

	1969-70		1970-71		Percent (Increase + Decrease -)
SENIOR HIGH SCHOOL					
Non-Project	728		697		-4.3
Control	81		116		+43.2
Total Regular Schools		809		813	+ 0.5
Experimental		244		170	-30.3
Total		1,053		983	- 6.6
JUNIOR HIGH SCHOOL					
Non-Project	710		497		-30.0
Control #1	412		297		-27.9
Control #2	1,386		761		-45.1
Total Regular Schools		2,508		1,555	-38.0
Experimental		3,172		3,079	- 2.9
Total		5,680		4,634	-18.4
ELEMENTARY SCHOOL					
Non-Project	4,242		5,386		+27.0
Control	1,372		1,332		- 2.9
Total Regular Schools		5,614		6,718	+19.7
Experimental		1,666		1,269	-23.8
Total		7,280		7,987	+ 9.7
CITY					
Non-Project	5,680		6,580		+15.8
Control #1	1,865		1,745		- 6.4
Control #2	1,386		761		-45.1
Total Regular Schools		8,931		9,086	+ 1.7
Experimental		5,082		4,518	-11.1
Total		14,013		13,604	- 2.9

High School Summary --

Please note that the experimental high school had a decrease in attendance when comparing the 1970-71 school year with the 1969-70 school year. [Hereafter the 1970-71 school year will be referred to as "71", and the 1969-70 school year will be referred to as "70".] This 5.1% decrease in attendance is not significantly greater than the 2.7% decrease in attendance in the control high school or the 2.1% decrease in attendance for the overall System. If one makes the assumption that students' attitudes are reflected by their attendance, one would assume that the students at the experimental high school liked their school less this year than last year.

This attitude is confirmed when one examines the concept of tardiness, ie, students may not like to attend the school this year relative to last year. One could also make the assumption, however, that tardiness is a reflection of the open and free atmosphere intended by the project at the experimental school. There was a 48% increase in tardiness in the experimental school compared to 70 data; however, there was a 41% increase in the control school compared to 70 data.

There is no comparison information on delinquency referrals from one year to the next because data was not kept in the 70 school year on delinquency referrals. Therefore, one can only make comparisons across schools for the 71 school year. This being the case, it is noted that the experimental school had a total of 7% of the delinquency referrals for the System, whereas the experimental school contained 10% of the total number of high school students in the System.

One might also make the assumption that the dropout rate of a school system is evidence of the students' attitudes (positive or negative) about that school system. There is normally an attrition in high schools due to age, maturity and various other social factors. If a school system's dropouts begin to exceed the normal rate of dropouts, one could probably make the assumption that students were very disillusioned by that system, more so than other students are about their school system -- especially if one compares systems across the board on such factors as socio-economic income and AFDC. The dropouts in the Louisville School System have traditionally been its worst point in that Louisville had the second highest rate of dropouts in the nation. For the 71 school year, as compared to the 70 school year, there was a 17% increase in dropouts in the experimental high school. That, however, must be matched against the 39.5% increase in the control school, where the experimental project was not employed. Both of these need to be compared with the 5.2% increase in dropouts across the total high school system.

If one makes the assumption that the suspensions are an attitude of the school faculty, principal and counsellors about students, one would find that the experimental high school did, in fact, fare very well, in that there was a 31% decrease in suspensions in the 71 school year compared to the control school, which had a 100% increase in suspensions this school year compared to last. In 1970, the experimental high school had 31.7% of the suspensions for the System while comprising only 10% of the high school students. In the 1971 school year, the experimental high school contained only 9.22% of the total suspensions for the high schools and still comprised 10% of the total high school student body. This is obviously a direct relationship with the inservice and preservice training program that was designed to increase teachers' adaptability to student interpersonal problems.

One might also make the assumption that vandalism costs in a school system are directly proportional to the students' attitudes about the schools and/or any particular building or school in that system. If one looks at the high school vandalism rate in the Louisville Public School System in the experimental high school for 71 compared to 70, there is a 30% drop in vandalism costs. The number of units of glass broken in 70 was 244 and in 71 was 170. [The number of units of glass broken is the indicator used by the Louisville Public School System to assess vandalism costs.] A significant savings in the project high school financially and a significant change in the attitudes of students, coupled with a 43% increase in vandalism costs in the control high schools, compares rather favorably with the total System's 6.6% decrease in vandalism cost.

All in all, it looks as though the students in the project high school decided not to come to school quite as often and when they did come, they came a little bit late; but they did things when they were there that did not get them suspended nor involved in delinquency referrals, nor did they cause as much damage in the schools. This may have been a reflection of their faculty's attitude toward the students, as well as a reflection of the students' attitudes toward faculty and toward school in general -- both of which were changes for the better for the 70 through the 71 school year, as evidenced by the data presented herein and in Appendices A-1 and A-2.

Junior High School Summary --

There was no gain or loss in the attendance of junior high school students from the 70 to the 71 school year. There was, however, an increase in tardiness. Students came a little bit late to class, but they did come just as often this year as they did last.

There were 85 delinquency referrals in the project junior high schools this year, comprising 34% of the total School System's junior high student body, whereas there were 132 delinquency referrals in all other junior high schools. The project schools, compared with themselves for 70 and 71, sustained a 38.7% decrease in dropouts, compared to only a 3.8% decrease in the control schools and a 13% decrease across the total System. This is a significant change if you consider the attitude variables to be positive. It is also necessary to compare this information with suspensions, in that, in the junior high school project schools there was a 76% reduction in suspensions -- an attitude reflecting teachers' opinions about students. In other words, in 70 the project junior highs (comprising one-third of the total junior high school student body in this System) accounted for 43% of the suspensions, whereas in 71 the project junior highs comprised only 3.94% of all the suspensions in the junior high school student body of the System -- a significant 76.2% reduction.

This data on suspensions, compared with data on dropouts, shows a positive change in attitudes on the part of both teachers and students in project junior highs very much so when one compares the suspensions and dropouts with non-project junior high schools. For example, there was a 92.4% increase in suspensions in the non-project junior high schools and a 25.9% increase in suspensions in the control junior high schools. This attitude of positivism suggested by the dropouts and suspensions (where there is a reduction in both areas) is also reflected, but very slightly, in vandalism costs attributable to students in the experimental junior high schools. Here there was a 2.9% reduction in vandalism costs, compared to an 18.4% reduction in all junior high schools in the System.

In general, then, one could assume massive changes occurred in the project junior high schools as reflected in dropouts and suspensions of students by faculty members in these schools.

Elementary School Summary --

No change in attendance or in tardiness from 70 through 71 was realized at this level. In delinquency referrals, there were a few in the experimental schools, which comprised 16% of the total System's elementary student body. Delinquency referrals totalled 11% in the project schools.

There is no data on dropouts in the elementary school level, but there is some data on suspensions. In 70, the experimental elementary schools were responsible for 66% of the System's total elementary suspensions, whereas in 71 they represent only 9.7%. This is a significant change of attitude on the part of faculty members as it relates to the suspension of students.

The change is reflected in vandalism costs also -- an added reflection of student attitudes about the System -- where there was a 23% reduction in vandalism costs in the project elementary schools as compared to a 9.7% increase across the System.

All in all, a comparison of demographic/baseline data for elementary, junior high and senior high schools shows spotty but very large changes in some areas, with students being a little bit loose about coming to school at all. But when they get there, they stay; and when they stay, no one suspends them and they don't drop out, thus, hopefully, providing an atmosphere for which they can, in the very near future, begin learning more cognitive skills.

TRAINING EFFECTIVENESS

TRAINING EFFECTIVENESS

Preservice Training --

This part of the evaluation report deals with the effect of preservice training upon teachers and paraprofessionals (both COP participants and Teacher Corps Interns). It is basically a product evaluation strategy. A pre-test, training, post-test, work, experience and then a follow-up test involving experimental and control conditions comprises this design. This was an independent research endeavor and was conducted in cooperation with the Northwest Regional Educational Laboratory in Portland, Oregon. All data for this part of the report was transmitted to the Department of Research and Evaluation by the Department of Organizational Development. A very detailed complete interim report can be found in Appendix B-1.

Five different sequences of training were developed prior to our summer preservice training programs. The five sequences were developed in order to determine which should be used hereafter as an optimum training sequence. Five workshops were built into each sequence. They were composed of Interpersonal Communications (IPC), Experiential Encounter Tapes (EET), Human Potential (HP), Self-Enhancing Education (SEE), Communication Lab (CL) and Group Skills (GS).

The five sequences of training were as follows:

Sequence 1	IPC	EET	HP	SEE	GS
Sequence 2	SEE	HP	IPC	EET	GS
Sequence 3	IPC	SEE	CL	HP	GS
Sequence 4	IPC	CL	SEE	HP	GS
Sequence 5	HP	SEE	EET	CL	GS

The experimental population was composed of staff teachers (N = 309) and paraprofessionals (COP participants) (N = 61). Control groups consisted of staff teachers (N = 30), paraprofessionals (N = 22), Teacher Corps Interns (N = 98) and groups of teachers from two other cities.

The independent variables were five paper-and-pencil tests administered on a pre-post basis as explained further in Appendix B-1, page 2.

The following are summary statements regarding the preservice training program. These are global statements made from the raw data presented in Appendix B-1 and represent data-based and opinion-involved comments from this writer:

1. Apparently, Sequence 1 of the preservice training package was "best" overall; and, of that Sequence, the Experiential Encounter Tapes (EET) were favored by participants.

2. For teachers, educational background did not make a difference in pre-test scores, post-test scores or pre- to post-test change for any variable measured. Educational background does not appear to make a difference in performance.

3. Age does make a difference -- younger teachers tend to score higher on performance and tend to show more gain from training.

4. Training in any sequence tended to make a significant difference in participant (both staff teachers and paraprofessionals) attitudes toward innovation in the classroom. Paraprofessionals tended to be more conservative about innovative classroom procedures than teachers.

5. Teachers scored higher than paraprofessionals on both pre- and post-tests for innovative procedures and comprehension. However, in neither case did teachers show more pre- to post-test gain. Thus, paraprofessionals and teachers improved equally -- a very significant point.

6. The training produced greater changes in the teachers than in the paraprofessionals, as measured by the FIRO-B. Further explanation may be found in Appendix B-1, page 13.

7. The training did not produce significant changes in the personalities of any of the participants, as measured by the Eysenck Personality Inventory. Further explanation may be found in Appendix B-1, page 15.

In addition to the Northwest Lab's report summarized above and found in Appendix B-1, we have included a report (Appendix B-2) by Dr. Car Foster, Chairman of the Department of Organizational Development, presented to the Louisville Board of Education. This report contains a narrative account of the type of preservice training labs conducted, the number of people who participated in those labs and their occupational level in the System. The report also contains a summary chart providing a quick breakdown of training programs and participants by category.

Inservice Training --

The Department of Organizational Development has the responsibility of providing in-service training programs. The following is a description of in-service training workshops conducted by this Department from August 31,1970, through June 10, 1971. This report was transmitted to the Department of Research and Evaluation. The total number of participants and a breakdown by categories is presented for each workshop. Totals indicate cumulative participation.

1. Communication Workshops--Poor communication skills inevitably lead to poor staff functioning. In order to facilitate open, honest communication, creative resolution of conflict and optimal co-operation, workshop participants are exposed to exercises which facilitate communication skill development. A skilled leader helps participants examine the impact of their behavior upon others, develop the ability to listen and communicate accurately and change those behaviors which are detrimental to effective interaction.

2. Problem-Solving Workshops--Staff members are trained in such skills as brainstorming, problem-solving strategies and other group dynamics concepts. Members concentrate on problems currently facing them as a team or faculty. Solutions are identified and strategies developed to implement them.

3. Instructional Workshops--Participants are exposed to a variety of experts in the fields of human relations, humanistic education, group process, etcetera. The purpose is to provide a sound conceptual framework to buttress recently acquired skills. Through simulations and demonstrations, participants are afforded the opportunity to combine theoretical knowledge with practical application.

4. Staff Development Workshops--Team or staff members are exposed to new approaches to decision-making, conflict resolution and leadership. Emphasis is upon effective communication in a work situation. Process skills (such as feedback, paraphrasing, etcetera) are practiced under the supervision of a leader trained in the behavioral sciences.

5. Black/White Encounter Workshops--Participants are given the opportunity to transcend self- and group-defeating stereotypes by engaging in open, honest dialogue with members of the opposite race. Emphasis is upon developing empathy and understanding for others in order to interact as unique individuals rather than as racial stereotypes.

6. Human Potential Workshops--Group members interact by discussing personal strengths, rather than weaknesses. Individuals help one another identify values underlying behavior and examine discrepancies between personal values and overt behavior. Members set short and long-term goals for themselves and elicit feedback from others to reinforce or correct goal-oriented behaviors. Participants are challenged to find practical classroom applications for dealing with students.

7. Self-Enhancing Education Workshops--Participants are exposed to various approaches to building self-esteem with students. Several themes are emphasized, such as helping students set goals for themselves, learn problem-solving strategies to become more autonomous, identify goals to motivate, etcetera. Participants experience firsthand many exercises geared to help students assume personal responsibility.

8. Behavioral Objectives Workshops--Participants are taught the basics of writing behavioral objectives and developing problem-solving cycles to develop a personal evaluation system for their classroom. Members are supervised as they begin to develop objectives for their own subject areas in both cognitive and affective areas.

9. Community-Relations Workshops--In order to develop a more democratic, cohesive school-community environment, participants from several community strata together identify and work toward solutions to common problems. Participants include students, teachers, administrators, parents, civic leaders, social agency representatives, ministers, etcetera. Problem-solving strategies are employed to help members work together efficiently. Group process skills are also developed to insure open and accurate communication.

NOTE: Periodically, outside consultants are utilized to conduct workshops. However, most workshops are conducted by in-System trainers. A cadre of approximately 25 trainers received on-the-job training and have developed considerable expertise in all areas described above. Thus, workshops are made available to teaching teams or staffs immediately as the need arises.

CHRONOLOGICAL LISTING OF PROJECT IV ACTIVITIES DURING THE GRANT PERIOD MARCH 12, 1970 - JUNE 15, 1971

DATE	ACTIVITY	TOTAL NUMBER OF PARTICIPANTS
March 15 to 19, 1970	Communication Lab Central Office Personnel	21
March 29 to April 4, 1970	Communication Lab Central Office Personnel	24
April 5 to 9, 1970	Communication Lab Central Office Personnel	20
April 12 to 16, 1970	Communication Lab Central Office Personnel	23
April 26 to 27, 1970	Local School Administration Lab	26
May 8 to 9, 1970	Coordinating and Staff Teacher's Lab	150
May 10 to 14, 1970	Communication Lab	32
May 17 to 21, 1970	Communication Lab	31
May 17 to 24, 1970	Potential Trainer's Lab	21
May 24 to 28, 1970	Communication Lab	32
June 15 to 19, 1970	Conflict Management Lab	24
September 25 to 27, 1970	Jones Elementary Team at School Lab	11
November 17 to 19, 1970	Star Unit Lab	35
November 19 to 20, 1970	Black-White Encounter Group	17
December 4 to 5, 1970	Team Building Lab Focus-Impact Schools	31
December 8 to 10, 1970	Follow-Up Jones School Lab	9
December 11 to 15, 1970	Trainer's Lab	13
December 19 to 22, 1970	Black-White Encounter Group	27
December 28 to 30, 1970	Case Aid Lab	20
January 13 to 21, 1971	Team Building and Planning Skills Lab (Elementary)	385
January 29 to 31, 1971	Administrative Council Process Lab	24
February 1 to 2, 1971	Black-White Encounter Group	17
February 5 to 6, 1971	Human Potential Seminar	10

DATE	ACTIVITY	TOTAL NUMBER OF PARTICIPANTS
February 10 to 17, 1971	Team Building and Planning (Secondary)	223
February 11 to 14, 1971	Clay School Communication Lab	18
February 19 to 21, 1971	Group Skills Lab Dolfinger and Brandeis	14
February 19 to 21, 1971	Black-White Encounter Group - Finzer School	18
February 19 to 21, 1971	Gestalt Workshop Staff	2
February 26 to 28, 1971	Group Skills Lab	14
March 5 to 7, 1971	Black-White Encounter Group	29
March 12 to 13, 1971	Communication Lab	10
March 12 to 13, 1971	Group Skills Lab Shawnee Jr. & Roosevelt	15
March 19 to 21, 1971	Communication Lab and Encounter Group Tapes	8
March 21 to 25, 1971	Community Workshop District-wide	84
March 26 to 27, 1971	Human Potential Seminar Engelhard	12
April 2 to 3, 1971	Self-Enhancing Education	12
April 10 to 11, 1971	Head Start Lab	110
April 12 to 16, 1971	University of Massachusetts Workshop	34
April 23 to 24, 1971	Human Potential Seminar	17
April 27 to 30, 1971	Strength Training Lab Junior High Schools	47
April 29 to 30, 1971	Community Workshop Shawnee Area	70
May 10 to 13, 1971	Administrative Internship Lab	36
May 19 to 21, 1971	Creativity Lab	12
June 2 to 3, 1971	Community Workshop Lab DuValle Area	55
June 10 to 11, 1971	Communication Lab Follow-up Clay School	29

LISTS OF PROJECT CONSULTANTS DURING THE GRANT PERIOD MARCH 12, 1970 - JUNE 15, 1971

Dr. James Barclay, Chairman
Department of Education, Psychology & Counseling
University of Kentucky

Dr. Earnestine Beatty
Professor of Education
University of Louisville

Dr. Norm Chambers
Resident Fellow
Center for Studies of the Person
San Diego, California

Dr. Larry Carlin
Resident Fellow
Center for Studies of the Person
San Diego, California

Dr. Willard Mainard, Chairman
Department of Psychology
University of Louisville

Dr. Carl Rogers, Director
Center for Studies of the Person
San Diego, California

Dr. Oren South, Director
Midwest Group for Human Relations
Kansas City, Missouri

Dr. Fran Trusty, Chairman
Department of Education
University of Tennessee

Mr. Louis Twyman
Baptist Minister
Louisville, Kentucky

Dr. Fred Vendetti
Professor of Education
University of Tennessee

The above individuals were used as Project consultants in seminar settings or extensions of workshops and labs they conducted.

SUMMARY
OF
IN SERVICE TRAINING REPORT
CONDUCTED BY
DEPARTMENT OF ORGANIZATIONAL DEVELOPMENT

August 31, 1970, through July 1, 1971

WORKSHOP	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.*	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Communication Workshop	11	227	41	94	60	35	448
Problem-Solving Workshop	52	114	12	18	21	40	257
Instructional Workshop	101	384	251	317	259	70	1382
Staff Development Workshop	3	221		4	44	15	237
Black/White Workshop	10	13	5	19	23		70
Human Potential Workshop	7	71	10	13	7	6	114
Self-Enchancing Education Workshop	7	97	7	33	6	6	156
Behavioral Objectives Workshop		133		13	9	10	165
Community-Relations Workshop	13	34		24	58	260	389
TOTAL	204	1294	326	535	437	442	3268

* T.C.I.= Teacher Corps Interns

BEHAVIORAL OBJECTIVES WORKSHOPS
(Non-Project Schools)

October 2, 1970, to March 16, 1971

DATE	STAFF TEACHERS	C.O.P. (AIDES)	ADMINISTRATORS	OTHERS	TOTAL
Oct. 2	25	3	1	1 Counselor 1 Librarian	31
Nov. 2	35		3	1 Counselor 1 Librarian	40
Nov. 14	25		2	1 Counselor 1 Librarian	29
Feb. 12	23	7	2	1 Counselor 1 Librarian	34
March 16	25	3	1	1 Counselor 1 Librarian	31
TOTALS	133	13	9	10	165

BLACK/WHITE ENCOUNTER WORKSHOPS

December 8, 1970, to March 7, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINISTRATORS	TOTALS
Dec. 8	3	4	3	5	7	22
Dec. 18 to 21	4	4	2	7	6	23
March 5 to 7	3	5		7	10	25
TOTALS	10	13	5	19	25	70

COMMUNICATION WORKSHOPS

August 31, 1970, through February 26, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Aug. 31		4		3			7
Aug. 31		11					11
Sept. 3 to 4				2	2	8 clerks	12
Sept. 17					2	5 Board of Educ.	7
Sept. 20 to 23					12		12
Sept. 25 to 26	1	1	4	2	1		9
Oct. 3				2	5	12 clerks	19
Oct. 9 to 10	3	3	12	9	1		28
Oct. 9		22		3	2		27
Oct. 9		25		20	4		49
Oct. 16		22		11	2		35
Oct. 23	3	3	10	9	2		27
Oct. 24	1	1	4	3			9
Nov. 10		30			2		32
Dec. 8	1	1	4	2			8
Dec. 9	1	1	4	1	1		8
Dec. 11 to 14					12		12
Jan. 19		13		4	2		19
Jan. 21	1	1	3	2			7
Feb. 1 to 2		2		4	1	6 students	13
Feb. 12 to 14		14		2	2		18
Feb. 19		40			2		42
Feb. 19 to 20		18			1		19
Feb. 24 to 26		15		15	4	4 School Community Coordinators	38
TOTALS	11	227	41	94	60	35	449

COMMUNITY-RELATIONS WORKSHOPS

November 16, 1970 to June 3, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Nov. 16				8	3 School-Community Coordinators 4 Community Action Comm. Reps.	15
March 22 to 25		11		16	23 Agency Reps. 30 Students 13 Parents	93
March 27 to 28		6	4	6	10 Students 10 Parents 8 Agency Reps.	44
April 10 to 11	6	6	10	10	80 Parents	112
April 29 to 30	5	5	5	10	10 Students 30 Parents 5 Agency Directors	70
June 2 to 3	2	6	5	8	10 Students 20 Parents 4 Agency Heads	55
TOTALS	13	34	24	58	260	389

HUMAN POTENTIAL WORKSHOPS

October 2, 1970, to May 21, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Oct. 2		29			2	2 Counselors 2 Librarians	35
Oct. 9		23			1	1 Counselor 1 Librarian	26
Feb. 5 to 6	1	1	4	3			9
Feb. 15 to 16	1	1	3	3			8
March 26 to 27	1	1	3	2			7
April 23 to 24	2	10		5			17
May 19 to 21	2	6			4		12
TOTALS	7	71	10	13	7	6	114

INSTRUCTIONAL WORKSHOPS

September 21, 1970, through February 4, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Sept. 21 to 22	3	5			17		25
Oct. 5	1	1	4	2			8
Oct. 15	4	8	4	2	7		25
Oct. 22	3	7	3		13		26
Oct. 29	4	6	2		11		23
Nov. 4	1	1	4	3			9
Nov. 5	3	8	3		12		26
Nov. 12	4	6	2		13		25
Nov. 16 to 17	15	20	75	30	25		165
Nov. 19	3	6	4		12		25
Dec. 3	2	3	3		15		23
Dec. 10	3	5	4	2	15		29
Dec. 17	4	4	3	3	15		28
Jan. 15 to 17	33	35	103	100	16	25 Supervisors 9 Counselors	321
Jan. 21	3	3	2		13		21
Jan. 28	4	3	2		11		20
Feb. 4	3	4	2		14		23
Feb. 11	3	4	2		12		21
Feb. 11 to 17		250		175	23	25 Supervisors 11 Counselors	484
March 25	3	3	2		14		22
April 12 to 16	3	2	27		2		34
TOTALS	101	384	251	317	259	70	1383

PROBLEM-SOLVING WORKSHOPS

September 30, 1970, through April 2, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Sept. 30					1	12 Librarians	13
Oct. 20 to 21					3	24 Supervisors	27
Dec. 3 to 4	25	20			12		57
Dec. 5	20						20
Feb. 1	1	1	4	3			9
Feb. 5		60			3		63
Feb. 19 to 20		15					15
Feb. 26 to 28		10		4			14
March 6				2	2	4 clerks	8
March 12 to 13	1	1	3	4			9
March 16	1	4		5			10
April 2	4	3	5				12
TOTALS	52	114	12	18	21	40	257

SELF-ENHANCING EDUCATION WORKSHOPS

October 9, 1970, to April 30, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Oct. 9		25			2	1 Counselor 1 Librarian	29
Oct. 9		27		5	2	1 Counselor 1 Librarian	36
Oct. 23		18		4	2	1 Counselor 1 Librarian	26
Nov. 17	1	1	3	3			8
April 2 to 3	1	1	4	4			10
April 27 to 30	5	25		17			47
TOTALS	7	97	7	33	6	6	156

STAFF DEVELOPMENT WORKSHOPS

October 2, 1970, through June 11, 1971

DATE	CO-ORDINATING TEACHERS	STAFF TEACHERS	T.C.I.	C.O.P. (AIDES)	ADMINIS-TRATORS	OTHERS	TOTAL
Oct. 2		42			6	5 Counselors	53
Oct. 5		10			3	1 Counselor 1 Librarian	15
Oct. 9		30			3	1 Counselor 1 Librarian	35
Oct. 9		33			2	1 Counselor 1 Librarian	37
Oct. 9		35			2	1 Counselor 1 Librarian	39
Oct. 9		20			2	1 Counselor 1 Librarian	24
Feb. 27 to 31					19		19
May 10 to 13		31			5		36
June 10 to 11	3	20		4	2		29
TOTALS	3	221		4	44	15	287

During the early part of the second semester of the 1970-71 school year (January and February, 1971), a number of consultants from the University of Massachusetts headed by Dr. Dwight Allen were hired to conduct a massive inservice training program involving team teaching strategies for project schools. As a part of this training program, the University of Massachusetts team conducted a diagnostic and summary evaluation of Projects Focus and Impact. The report is in two parts—an elementary school summary report and a secondary school summary report. This report describes the strengths and weaknesses of Projects Focus and Impact, including COP participant involvement, as perceived by this University of Massachusetts team, and may be found in Appendix B-7 of this report.

There were several other consultants called in from outside agencies to determine the effectiveness of the System's training and change efforts and to offer advice and/or suggestions for improvement. Some of these consultants submitted reports (see Appendix B-6) which have been summarized and are presented on the next few pages.

Summary --

In a summary of the inservice and preservice training report, one must also keep in mind the demographic/baseline data report in the section immediately prior to this one, which, to remind the reader again, showed positive changes on the part of teacher attitudes as reflected in their unwillingness to suspend students in all levels of school (elementary, junior and senior high). It is also reflected in these teachers' lack of desire to report students for delinquency referrals in any greater proportion than the proportions of student body in those project schools, and it is also reflected by student attitudes in the reduction of both dropouts and vandalism costs.

It is almost impossible to measure at this time the direct relationship of teacher training, or retraining, and its consequent effects upon student behavior. One can only gather large amounts of data as it relates to the purpose of the training program and the consequent effects upon such things as unobtrusive demographic (baseline) data, and then draw conclusions that in the project schools (where training was provided) students' dropout rate went down, suspensions went down, delinquency referrals were lower than the proportion of students of the total System's student body, and vandalism costs went down. However, tardiness and attendance went up, which was an indicator of more freedom and permissiveness on the part of the faculty which, if you will note, was a substantial part of the preservice and inservice training philosophy.

One can hereby draw the conclusions, then, that the purpose of the preservice and inservice training was served well.

SUMMARIES OF CONSULTANTS' REPORTS

We have had numerous consultants throughout the nation assisting us this past year. The reports they have given us are far too lengthy to include at this time; however, we have selected summaries from four consultants who have spent considerable time in reviewing our projects.

Dr. Carl Rogers, Resident Fellow
Center for the Studies of the Person
La Jolla, California

Dr. Rogers has been a consultant for Project Transition for more than one year. On his last visit to Louisville in April, 1970, he said, "Many schools are desperately tinkering with change, but I know of no city system attempting to be more innovative or original (than Louisville) in meeting the real needs and problems of education.... I don't intend to be flattering, but you can't find this kind of thinking in five systems in the country. You are making educational history."

On another visit to Louisville November 16, 1970, Dr. Rogers was quoted in his speech as saying, "I suppose you are aware, but I would like to make you more aware as to how it looks from a distance as well as looked at from close in. This is the most incredible experiment in public education that I know of in the United States today. I think sometimes when you are in the middle of it and critical of different aspects of it and living through the chaos and wondering how things are going to work out, it is quite easy to lose sight of the fact that you are a part of a tremendous pioneering program, the likes of which I think don't exist anywhere in this country."
"I have known individual schools that have tried very innovative programs not too different from some of the things you have tried. We at the Center for the Studies of the Person work with the Immaculate Heart system in Los Angeles trying to reach the whole system, but we didn't have the capacity to do the job on the scale you are doing it, and you're doing a better job of it. So I just wanted to say this is an outstanding experiment. Win, lose, or draw, you are involved in a very exciting, pioneering set-up."

In Dr. Rogers' latest book, Encounter Groups (Harper & Row, December, 1970), Dr. Rogers says, "...(Project Transition) is bold and radical in the best sense, meaning that it is attacking the very roots of the problem in our educational system rather than the symptons. It is tackling in a head-on fashion the most difficult problem in modern life: the educational system of the underprivileged urban community -- the problem of the inner-city schools.... It is the boldest and most promising venture I know of in educational systems at the present time, and many people will watch it with great interest."

Dr. Fran Trusty
Professor of Education
University of Tennessee

Dr. Trusty has been a regular consultant since its inception. Dr. Trusty states, "I know of no other educational system anywhere that is attempting to tackle the problems on the scale in which the educators of Louisville, Kentucky, have tried. It is the most exciting program that I have ever had the privilege of working as a consultant. I only wish I\had more time to spend in studying the effects and outcomes of this program."

In December, 1970, Dr. Trusty sent a letter stating that he had had a most insteresting experience. "I am working with the ____ school system, the superintendent and his central office administrative staff as well as the area district superintendents. They have received a grant that is designed to promote desegregation and an inservice program to help the district restructure its area superintendents' offices. I spent Monday and Tuesday of this week working with them. I told them about the Louisville School System as a basis for motivating them to try a little harder. I have now seen a large school district which has functioned almost opposite of Louisville with results which are also opposite."

Dr. Floyd T. Waterman
Professor of Education and
  Director for the Center for
  Urban Education
University of Nebraska
Omaha, Nebraska

Dr. Waterman was a consultant for us in October, 1970. He submitted a lengthy report to us after his visit here. The following quote has been taken from his general observations of the program. "One is struck with the deliberate effort to encourage interaction, to encourage honest and frank discussion of issues as perceived 'from the field -- where it is.' It was also apparent that there was much struggling with universal problems of role ambiguity, with the frustrations of overworking, and with philosophical struggles and frustrations related to embarking upon a new and exciting venture of Projects Focus and Impact.

"While PLF's and Central Office personnel expressed concerns over 'many problems,' it was exciting to be a part of a discussion so honest, so direct, and so relevant to issues at hand. There were obvious differences in philosophical positions and yet there was a good 'coming to grips' with issues and a willingness for 'top brass' to work things out. In this respect the writer must note that he wonders whether the participants in Project Focus and Project Impact realize how far ahead they are in the difficult and frustrating task of adjusting to new structures, to new approaches and attempts to solve the very old and pressing problems of school failure in the inner-city areas. When viewed from this perspective, the task of accomplishing a change-over with a new superintendent and several key persons at the central office in addition to bold new directions in staff development, the accomplishments are nothing short of a miracle.

"The three schools visited on Friday provided a good insight into the problems encountered with traditional facilities versus excellent new or rearranged facilities. Yet it is also apparent that physical plant per se is hardly a cure-all for organizational or instructional difficulties. Despite some limitations of plant, teaching teams can adapt to meet the needs of children and of the communities they serve. It was refreshing to see community aides also involved in with the total school staff. The writer also observed good use of one central staff person in one of the schools visited (a physical education resource person). As the writer understands the projects of the inner-city, there are about 700 adults (professionals, interns and paraprofessionals) working in 14 schools and assigned to some 80 different teams. The management problems alone with a project of this size are enough to make one wonder why there is not more confusion."

Dr. John Picton
Northwest Regional Educational Laboratory
Portland, Oregon

Dr. Picton has worked with us on numerous occasions. In one of his latest reports, he had this to say, " What I have observed over the past few months and on this last visit reinforces in my mind the perception that what is happening in Louisville schools in the special projects is very much needed in many, many places throughout the nation, that it is one of the brightest hopes for education, particularly for children who are facing the prospect of having to live in a rapidly changing society. I see the people in Louisville doing something very constructive to resolve some of the basic issues in human rights and in releasing the potential that is in people. I shall continue to suggest to other groups across the nation that if they are sincerely interested in causing constructive change to occur in their educational organizations, they should look at and consider what is happening in Louisville in 1970."

December 14, 1970

PRODUCT EVALUATION

PRODUCT EVALUATION

This evaluation system is a straightforward pre-post/experimental-control strategy. Achievement and personality data was collected during September, 1970, for the pre-test assessment and during May, 1971, for the post-test assessment. Data was collected on the following factors:

student achievement	pre-post, 1970-71 and a five-year comparison on post-test data
student personality	pre-post, 1970-71
teacher personality and opinion	pre-post, 1970-71

The general design was a basic experimental versus control covariance study (see Appendix C-7). The Focus, or experimental schools, employed a team-teaching, differentiated staffing educational program where open classrooms and decision making at the classroom teacher level were stressed. Each teaching team of eight adults was responsible for approximately 100 students. The educational emphasis included attention to the affective domain areas inherent in the educational program. The control schools (one for each experimental Focus elementary school) were matched as well as possible on factors such as geographic location, proportion of Black and White students, socio-economic factors, (ie, income, cost of housing units and educational level of parents), past educational achievement records, percent of suspensions, vandalism costs, et cetera.

In the Impact elementary design, three schools were selected as control schools for each experimental school. The Impact experimental design was identical to the Focus design, except that the Focus schools had Teacher Corps Interns in their teaching teams and the Impact schools did not. Impact schools had similar teacher-student ratio, but the teachers were not Interns.

The same philosophical intent was initiated in the Impact junior and senior high schools; and the general experimental-control/pre-post design was employed in those schools with the following exceptions. The junior high school design used four experimental schools and three control schools matched as well as possible. However, on the factor of student achievement, the control schools on the average were approximately one grade level at each grade above the experimental schools.

It was not possible to gather pre-test data on the junior high schools, so only post-test data was gathered. The two above factors cause us to reject the use of covariance and variance analyses so that longitudinal comparisons only can be made at the junior high level.

In the Impact senior high school, there was one experimental school and one control school. Pre- and post-tests were administered, and a covariance design was utilized.

In all control schools the same structure (intact classrooms), instructional strategy, content, curriculum, et cetera, was employed as had been employed for some time in the Louisville System.

Appendix C-7 shows the specific designs and schools involved in this study.

The intent of this educational adventure was to use the various appropriate sources of federal funding to train and retrain teachers, to use people previously not involved in the educational field (such as Teacher Corps Interns), to train paraprofessionals through the COP project, to retrain and reallign administrative and supervisory personnel; to, in a sense, restructure the complete educational system in the experimental schools in such a way that those employed in the educational process directly related to day-to-day contact with students and their supervisory people to become aware of and deal effectively with not only the concepts of reading, writing and arithmetic, but with the attitudes, self-concept, style and problems of their charges (the students) in this educational process. This was to be done in such a way, it was theorized, that, if administrative personnel would allow teachers the right to make their own educational decisions in terms of strategy, structure, content, curriculum and process with children, this type of educational process would become much more effective in dealing with all of the problems inherent in being a child in the educational process. Through this we could effectively produce not only changes in the affective domain (such things as personality structure, self-concept, attitude, et cetera), but we could also, because of this type of change, bring about an increase in the educational achievement of students in reading, writing, arithmetic, et cetera.

The educational adventure was indeed a chancey one. It involved realligning the whole educational process as one conceives of it in a public school system today to the point where one could allow administrative and supervisory personnel to become aware of the problems they cause teachers and students by making decisions for teachers which affect students, to allow them to investigate new ideas, to consider the humaneness of the jobs of teaching and learning from the students' points of view in such a way as to realistically effect not only the achievement of students but their lives in general as well.

The concept was a relatively involved one in that it was begun by retraining administrative staff, by realligning teachers, Teacher Corps Interns, paraprofessionals and people who deal with them (such as principals, supervisors and others). It continued through the summer in excellent training programs for the teachers who would be working for the students and then, theoretically, would carry over into the ways in which teachers dealt on an interpersonal manner with students in the presentation of content curriculum for those students to learn.

All of this description is not really relevant to a description of an educational program in a product component of a final report. I believe it is necessary here, however, for one reading this report to recall the design of this system. That we started at a point in time with a product design, gathering pretest achievement, personality, self-concept and attitude data on students and teachers, does not necessarily mean that the process for the experimental schools or the change in design for treatment in those experimental schools began at that point in time. It required massive amounts of preparation prior to that time. One needs to look at this in terms of attempting to understand the product evaluation design. Basically, the design is this: Treatment in one set of schools was initiated by a group of teachers and principals who had undergone intensive retraining in the educational process where they were asked to look at the effect of their behavior (irrespective of their teaching behavior) on students and to be at least aware of the consequences of their behavior as it related to students, to also be aware of the kinds of trauma -- the special kinds of trauma -- students undergo in an educational process and to be considerate of that in the presentation of academic material.

This type of training was not undergone by the teachers in the control schools. Consequently, we have, basically, a two-group study, where treatment was determined by teacher technique, style and strategy in both cases. Treatment was theoretically different in the experimental schools due to the training those teachers had.

Incidentally, the effect of team-teaching, differentiated staffing in the experimental schools may have had an effect upon the results of the achievement and personality testing at the end of the study.

Summary of Student Achievement Testing --

In the Focus elementary program, there was a significant difference in achievement in grade 1 between the experimental and control schools in favor of the experimental schools at the end of the year. This difference was found, however, only in mathematics; not in reading.

In grade 2, there was a significant difference between experimental and control schools at the end of the year in favor of the control groups in both reading and mathematics.

In grades 3 and 4, which were grouped together, there was a significant difference between experimental and control conditions on the post-test at the end of the year in favor of the control group in reading, language and total test battery.

In grades 5 and 6, there was a significant difference between experimental and control conditions at the end of the year in favor of the experimental group in reading, mathematics and total battery.

In summary, then, apparently the concept of the Focus educational program produced results in favor of that program in grades 1, 5 and 6, over and above the control conditions. There were differences in grades 2, 3 and 4 on some sub-tests in favor of the control conditions. Appendix C-5 shows this summary.

In the Impact elementary program, there was one significant difference in grade 1 in favor of the control schools matched with Bloom Elementary in the area of reading.

There was a significant difference in grade 2 in favor of the experimental conditions for Cotter Elementary for reading and mathematics.

In grades 3 and 4, there were significant differences between Bloom and its controls in favor of the controls in reading, mathematics, language and total battery. There was also a significant difference between Engelhard and its control schools in language in favor of the control conditions.

In grades 5 and 6, there was a significant difference between Bloom and its controls in favor of the controls in reading, mathematics, language and total battery. There was also a significant difference between Cotter and its controls in favor of the controls in reading, language and (a .05 level of confidence) total battery. There was a significant difference between Engelhard and its controls in mathematics, language and total battery, again in favor of the control conditions. Appendix C-5 shows a summary of this data.

In the Impact junior high schools, due to the fact that an inadequate design was employed in the analysis, the use of an analysis of variance or covariance to compare experimental versus control pre- to post-test gain scores is not a defensible move. Therefore, the data one must examine to look for the effect of the experimental treatment in these schools must be longitudinal data, where those schools are examined over a period of five years. This data can be found in Appendix E-2 of this report. Further results of an analysis of post-test data for these schools may be found in Appendix C-5.

In the Impact senior high school, there was a significant difference in grade 10 between experimental and control conditions in favor of the control conditions on the language sub-test of this achievement battery. There were no differences in grades 11 and 12. Appendix C-5 shows the results of grades 9, 10, 11 and 12 achievement test results for these schools.

However, please keep in mind that this also shows significant post-test differences in favor of control conditions on the junior high program (grades 7, 8 and 9), when, in fact, an appropriate statistical design was ~~not used~~ to reach those results, ie, these control schools were not pre-tested. Appendices C-4a and F-3 present data to support the contention that there would have been significant differences in favor of the control schools on the pre-tests. An analysis of variance was used to analyze post-test data, when an analysis of covariance should have been employed.

Summary of Student Personality Testing --

Data showing results of the student personality testing is detailed on the following pages and is broken down into the following categories: ESPQ, CPQ, and HSPQ (see Appendix C-3b for descriptions of these tests and their purposes).

Each category contains a narrative description of the results. A figure depicting the results of those factors of the test which had significant results may be found in Appendix C-4b.

Summary of Results for the

ESPQ

(Early School Personality Questionnaire)
Grades 1 through 3

Most children started the program with these personality characteristics, as measured by their responses on the ESPQ: They were relatively staid, rule-bound, rigid, extroverted, opinionnated, verbally bold, yet dependent and fearful. They were relatively awkward, artless, sentimental, unfrustrated and inactive.

Focus students became more impatient, reactive and demanding of their environment, yet they also became more flexible and adaptive to their environment. At the same time, they became more introverted and sensitive to others in their environment than their peers in non-Focus schools.

Of the 13 factors in the ESPQ, there were six with significant differences, five of which were in favor of the Focus students. These were:

Factor D — All students started in the normal range (Focus were high; Matching were low). Focus students were impatient and over-reactive, while Matching students were placid and under-reactive.

Focus students became more reacting, impatient and demanding (out of the normal range).

Factor G — All students were out of the normal range (high) toward being staid, rule-bound and rigid.

Focus students became (almost back to normal range) more flexible and adaptive to their environment.

Factor H — All students were out of the normal range (high); they were socially bold, uninhibited, spontaneous and highly extroverted.

Focus students became more introverted and sensitive to others in their environment.

ESPQ 2.

Factor I

All students were high. Focus students were within the normal range, while Matching students were out of the normal range toward being dependent, sensitive, overprotected and fearful.

Focus students became more self-reliant, realistic, no-nonsense people who could better cope with their environment.

Factor N

All students were out of the normal range (low) toward being natural, artless, sentimental and socially awkward.

Focus students became more shrewd, calculating, worldly, socially perceptive, skillful and realistic.

Factor Q4

All students were low. Focus students were within the normal range, while Matching students were out of the normal range (low) toward being torpid, tranquil, unfrustrated and inactive.

Focus students went to optimal scores toward being more active, reactive to their environment and socially aware.

Factors with no significant differences in favor of either group were as follows:

Factor A	Reserved vs Outgoing
Factor B	Less Intelligent vs More Intelligent
Factor C	Affected by Feelings vs Emotionally Stable
Factor E	Obedient vs Assertive
Factor F	Sober vs Happy-Go-Lucky
Factor J	Vigorous vs Doubting
Factor O	Placid vs Apprehensive

Figure I (found in Appendix C-4b) provides a graphic summary of these results.

Summary of Results for the CPQ

(Children's Personality Questionnaire)

Grades 4 through 6

As evidenced by their responses on the CPQ, most Focus and Matching children started the project with these apparent personality characteristics: They were relatively academically inactive, stodgy, deliberate, rigid, taciturn, rule-bound, naive, socially awkward and compulsive.

Focus students at the termination of the school year, as evidenced by the way they answered the Questionnaire, had become more reactive to their environment, more impulsive, lively, active, flexible, calculating, astute, venturesome and enthusiastic. They also had a greater ability to cope with their environment than their peers in non-Focus schools.

Of the 14 factors in the CPQ, six had significant differences in favor of Focus students. These were:

Factor D	All students were out of the normal range (low); they were deliberate, inactive and stodgy. Focus students became more reactive to their environment, less placid, more toward the normal.
Factor F	Matching students were within the normal range; Focus students were slightly out of normal range (low) toward being prudent, serious, and taciturn. They were low-scoring children who come from a home life which is deprived of affection. Focus students became more toward the optimal score; they became more enthusiastic, impulsive and lively.
Factor G	All students were in the normal range (high) toward rigidity and rule-bound. Focus students became more toward optimal scores; they became more flexible, developed a greater ability to incorporate values of the adult world.

CPQ 2.

Factor N All students were low (out of the normal range) toward being artless, sentimental, naive, socially awkward.

Focus students became more calculating, astute and wise in the ways of adults and peers; they were better able to advance their own interests.

Factor Q3 All students were at the limit or were out of the normal range (high) toward being compulsive and rigid.

Focus students became more toward the optimal score; that is, more active, flexible, enthusiastic.

Factor Q4 All students were out of the normal range (low) toward being tranquil, inactive, rigid and stodgy.

Focus students became (almost back to normal range) more reactive to their environment, more venturesome, spontaneous and active.

Factors with no significant differences in favor of either group were as follows:

Factor A	Reserved vs Warmhearted
Factor B	Less Intelligent vs More Intelligent
Factor C	Affected by Feelings vs Emotionally Stable
Factor E	Obedient vs Assertive
Factor H	Shy vs Restrained
Factor I	Tough-minded vs Tender-minded
Factor J	Vigorous vs Circumspect
Factor K	Self-assured vs Apprehensive

Figure II (found in Appendix C-4b) provides a graphic summary of these results.

Summary of the Results for

HSPQ

(High School Personality Questionnaire)

Grades 7 through 9

Due again to the lack of an appropriate statistical design, data for the junior high school personality test cannot be compared across experimental-control conditions since control schools were not given the pre-tests -- only post-tests.

There were, however, significant changes from pre- to post-tests for the experimental group on the following 9 of 14 factors:

Factor A	On the pre-test, all students were within the normal range (low) between reserved and warmhearted. On the post-test, in one of these four schools the students became more warmhearted, outgoing and participating. The other three schools remained constant. [check results of Russell Junior High]
Factor C	All students were within the normal range on the pre- and post-tests. On the pre-test, students in two schools were more easily upset (low) and in the other two schools, they were more emotionally stable (high). In the post-test, students in all four schools were more emotionally stable (high), with students in one school being at the norm. [check results of Parkland Junior High]
Factor F	All students were within the normal range on both tests. On the pre-test, students in three schools were low (sober) with students in one school scoring high (enthusiastic). On the post-test, students in one school remained at low scores, one school scored at the norm and the other two schools became more enthusiastic. [check results of Parkland and Russell]

Factor G

All students were within the normal range on both tests. On the pre-test, students in three schools leaned toward disregarding rules (low) and one was at the norm.

On the post-test, although the three schools showed no significant change, one school went from low (disregards rules) to more conscientious (high). [check results of Russell Junior]

Factor I

All students were within the normal range on both tests. On the pre-test, students in two schools were tough-minded (low) in one school, at the norm in one and tender-minded (high) in the other.

On the post-test, students in two schools were at the norm, while the other two schools became more tender-minded (high). [check results of Russell Junior]

Factor O

All students remained within normal range on the pre- and post-tests. On the pre-test, students in three schools were more self-assured, placid and complacent (low) and in one school they were apprehensive and guilt-prone (high).

Post-test scores showed students in one school remained low (self-assured), while one school was at the norm and two schools were in the high range toward being apprehensive and insecure. [check results of Russell Junior]

Factor Q2

Students remained at the normal range in both tests. On the pre-test, students in one school were (low) sociably group dependent and in the three other schools, they were more self-sufficient (high).

On the post-test, two schools went from low (sociably group dependent) to high (self-sufficient), and the two other schools went a little lower on the post-test scores, but still remained in the high range. [check results of Russell Junior]

Factor Q_3

All students were within the normal range on both tests. On the pre-tests, the students in two schools were low (uncontrolled and lax), one school was at the norm and one school was high (controlled, socially precise).

Post-test scores showed two schools in the low range and two within the high range of normal.

Factor Q_4

All students were within the normal range for both tests. On the pre-test, three schools scored low (relaxed, tranquil) and one school scored high (tense, frustrated, fretful).

On the post-test, one school scored low, one scored at the norm (instead of its previous low score) and two schools moved forward to a high range.

The most significant change occurred at Russell Junior High. There were no exceptionally large changes on any one variable, but the number of variables that changed was indeed impressive.

The remaining five variables had no significant differences:

Factor B	Less Intelligent versus More Intelligent
Factor D	Undemonstrative versus Excitable
Factor E	Obedient versus Assertive
Factor H	Shy versus Adventurous
Factor J	Zestful versus Circumspect Individualism

For further definition of these factor meanings, please refer to Appendix C-3b. Charts showing these variable changes may be found in Appendix C-4b.

Summary of the Results for

HSPQ

(High School Personality Questionnaire)
Grades 10 through 12

Of the 14 factors, three had significant differences, all in favor of Impact students. These were:

Factor C — All students were within the normal range (high), half-way between easily upset and emotionally stable.

Impact students became more mature, calm and aware of reality.

Factor E — All students were within the normal range (high).

Impact students became more assertive, competitive and socially aggressive.

Factor H — All students were within the normal range (Impact were low; Matching were high).

Impact students became more socially bold and adventurous.

The remaining 11 factors had no significant differences in favor of either group and were as follows:

Factor A	Reserved vs Warmhearted
Factor B	Less Intelligent vs More Intelligent
Factor D	Undemonstrative vs Excitable
Factor F	Sober vs Enthusiastic
Factor I	Tough-minded vs Tender-minded
Factor J	Zestful vs Circumspect Individualism
Factor O	Self-assured vs Apprehensive
Factor Q_2	Sociably Group-dependent vs Self-sufficient
Factor Q_3	Uncontrolled vs Controlled
Factor Q_4	Relaxed vs Tense

Figure III in Appendix C-4b provides a summary of these results.

Summary of Teacher Personality Testing --

The following pages present a narrative report on the results of personality testing of teaching staff members in the Focus schools and in their control schools.

Included within the narrative summary are figures graphically depicting these results. For further reference, the reader should examine material presented in Appendix C, more specifically:

Appendix C-1	information on administration and use of tests
Appendix C-2	testing schedule
Appendix C-3b	description of test measures
Appendix C-4b	tables showing group factor scores
Appendix C-7	analysis design

The summary will be presented in two parts -- one comparing experimental conditions with control conditions; the second comparing teacher role versus Teacher Corps Intern role versus paraprofessional role.

In the experimental versus control comparison, there were significant differences between Focus and matching groups of teachers at the beginning of the study on six of 16 variables:

B	Intelligence -- low to high
G	Expedient to conscientious
M	Practical to imaginative
Q_1	Conservative to experimenting
Q_3	Undisciplined to controlled
Q_4	Relaxed to tense

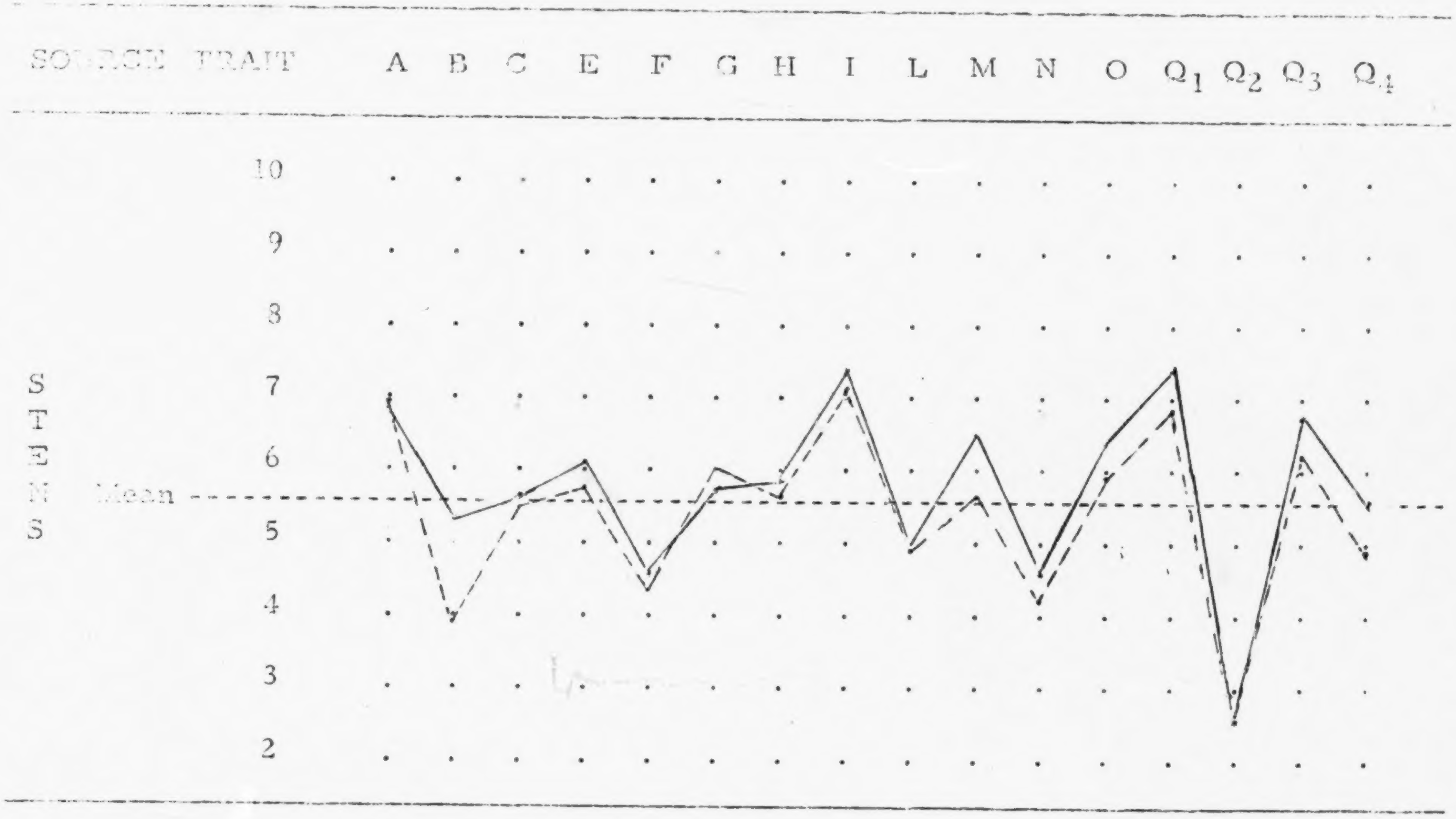
The Focus teacher population was significantly more intelligent, more expedient, imaginative and experimenting than the matching population. They were also more tense and frustrated and had higher self-concepts. Figure I and Table I present this data (all Tables referred to herein are located in Appendix C-4b).

By the end of the school year, there were significant differences in only three variables -- G, M and Q_3. The Focus teachers were still more expedient, more imaginative and a bit more undisciplined than the matching school teachers. Figure II presents this information.

Figure III presents data showing the changes from pre- to post-test in the personality characteristics measured for the Focus population, while Figure IV shows this same data for the matching (control) population.

FIGURE I

16 P-F
Project Focus
Profile of Academic Professions
Experimental Versus Control -- Pre-Test



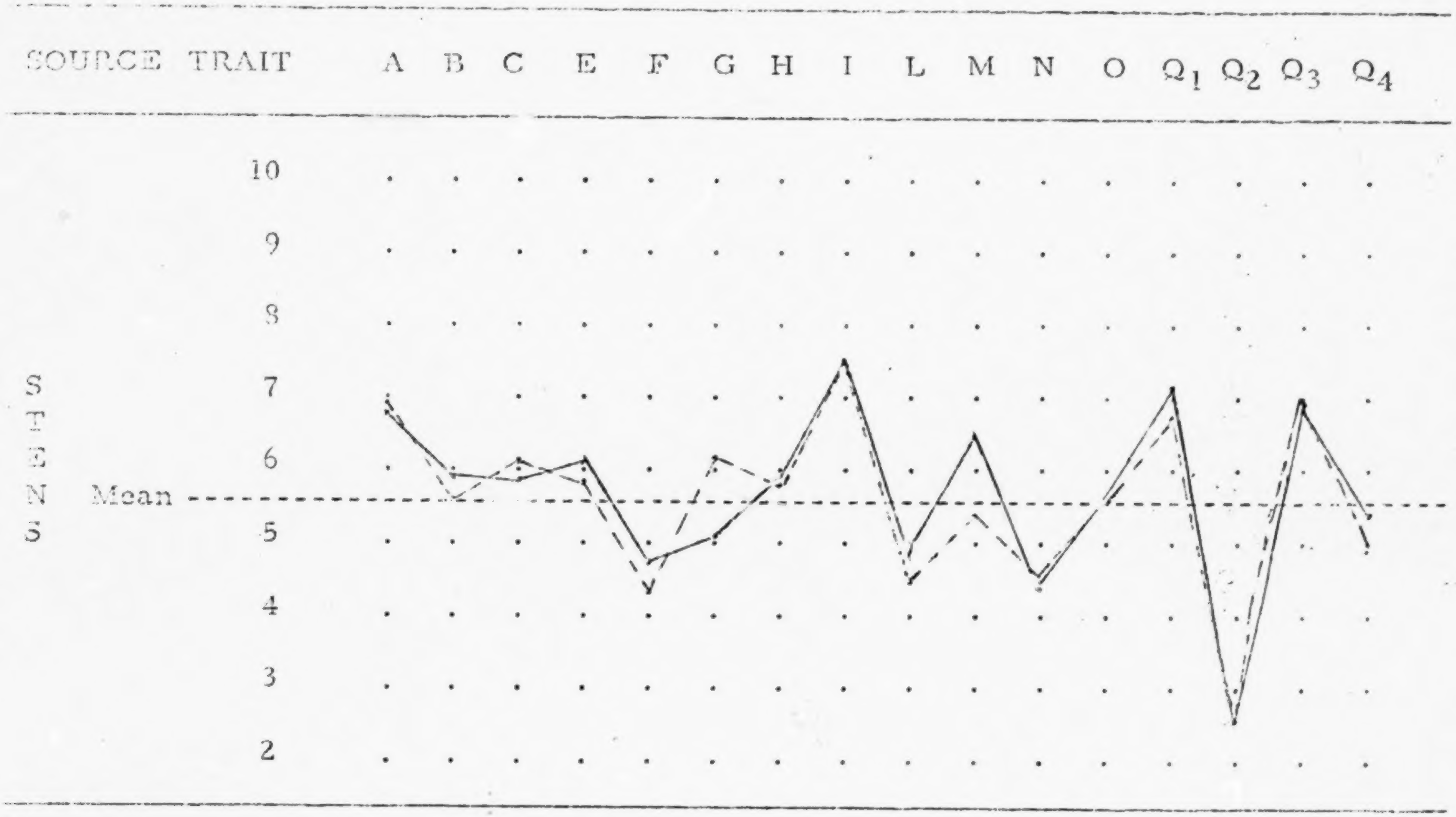
Pre-Test Administered September 28 and 29, 1970

Experimental ——
Control ----

Prepared by the
Department of Research & Evaluation

FIGURE II

16 P-F
Project Focus
Profile of Academic Professions
Experimental Versus Control -- Post-Test



Post-Test Administered May 17 - 21, 1971

Experimental ——
Control ----

Prepared by the
Department of Research & Evaluation

FIGURE III

16 P-F
Project Focus
Profile of Academic Professions

Pre-Test Versus Post-Test on Experimental Conditions

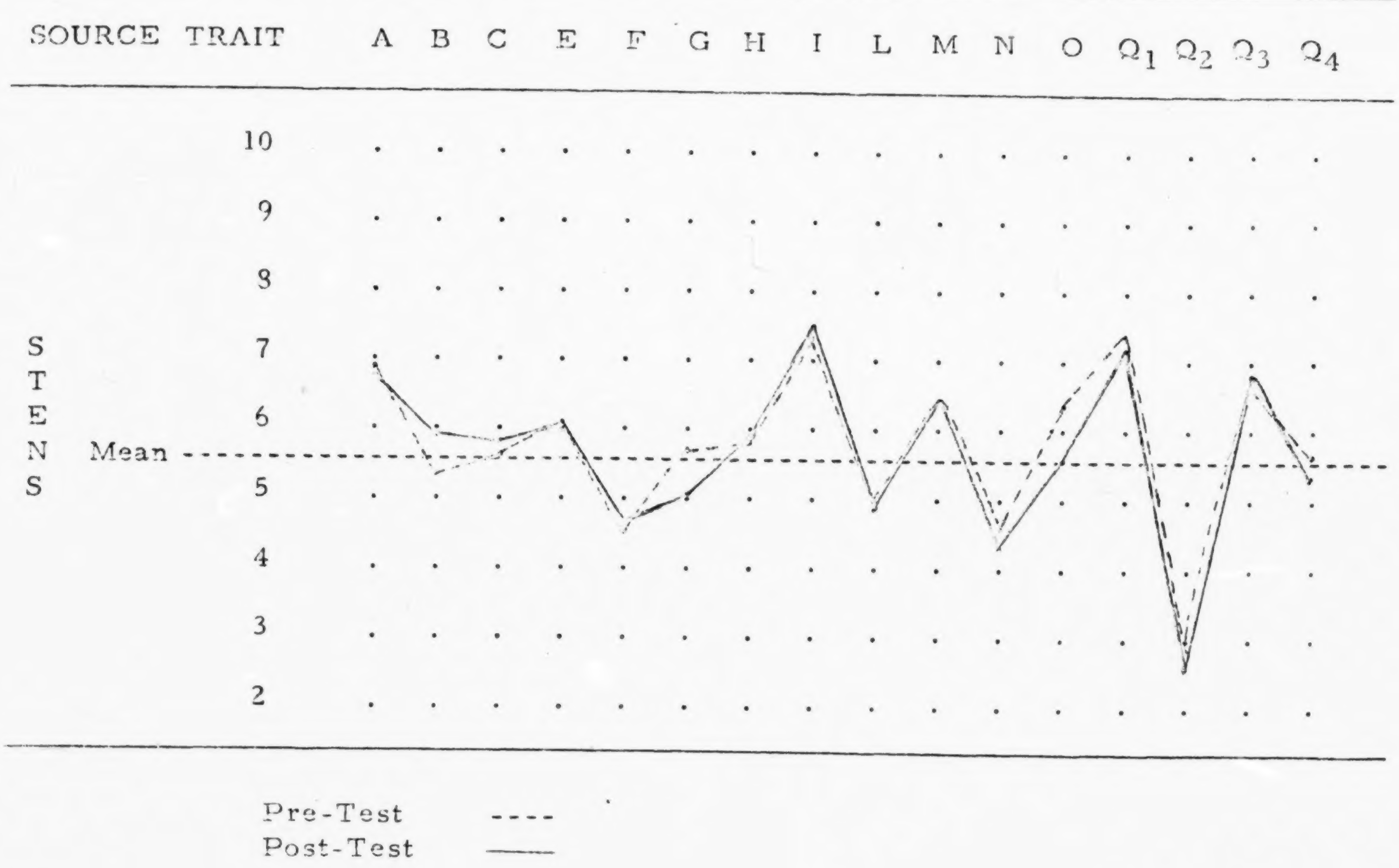
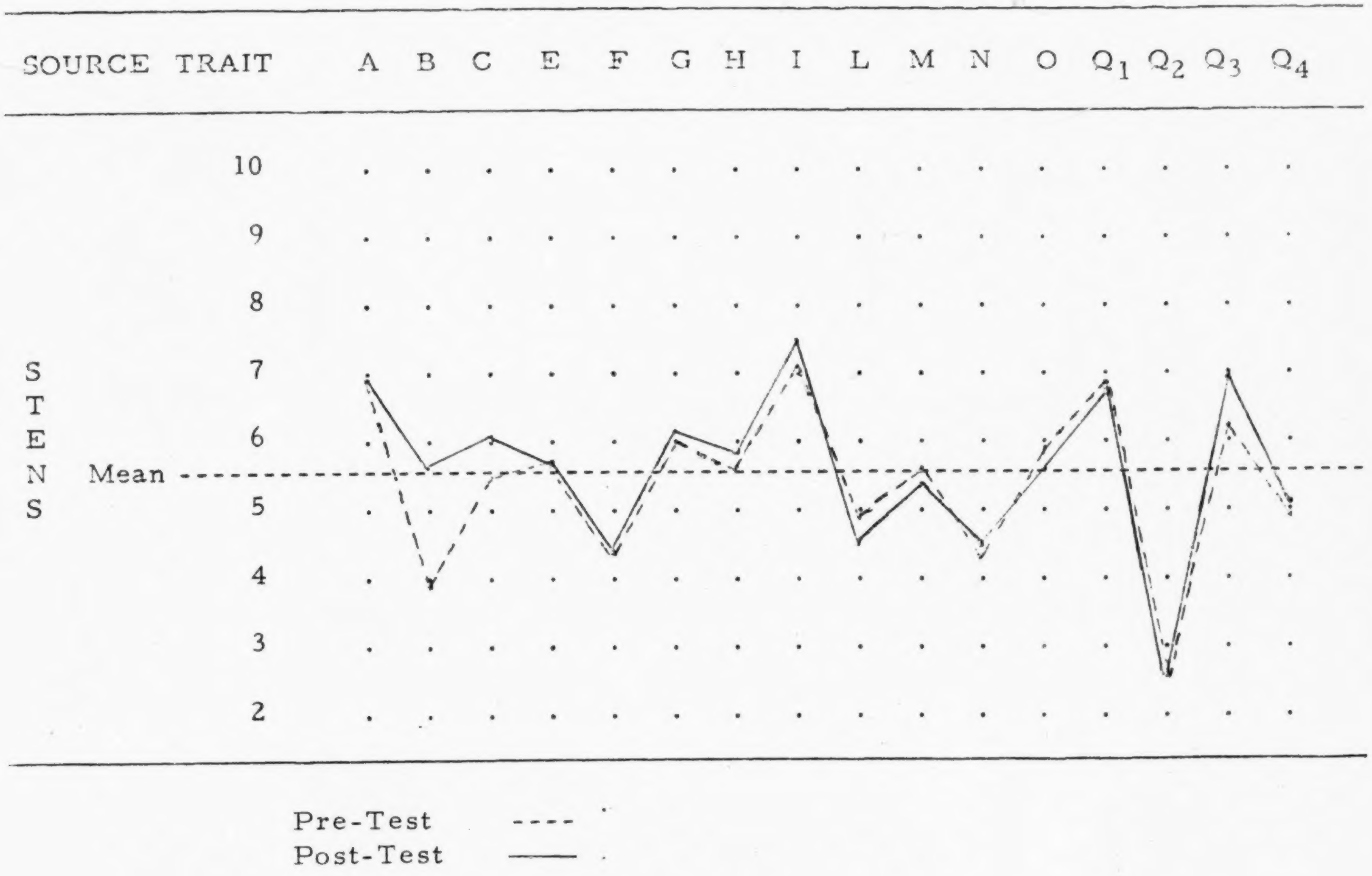


FIGURE IV

16 P-F
Project Focus
Profile of Academic Professions

Pre-Test Versus Post-Test on Control Conditions



In attempting to further analyze the available data on personality characteristics, the various sub-groups in the project schools were identified and isolated. These groups were teachers, Teacher Corps Interns and paraprofessionals. These groups showed significant differences at the beginning of the project on the following variables:

B	Intelligence -- low to high
F	Sober to happy-go-lucky
G	Expedient to conscientious
I	Realistic to sensitive
M	Practical to imaginative
N	Forthright to shrewd
Q_3	Undisciplined to controlled

Teachers were significantly more intelligent than paraprofessionals, but less so than Teacher Corps Interns, and they were more serious and sober than either Teacher Corps Interns or paraprofessionals.

Teacher Corps Interns were more expedient, more imaginative, more forthright and more undisciplined than either teachers or paraprofessionals.

Teachers and Teacher Corps Interns were more tender-minded and overprotected than paraprofessionals.

Figure V presents the data on pre-test results for this role definition by category, and Figure VI presents this same data on post-test results. Tables II and III (in Appendix C-4b) contain detailed information used to build these Figures.

An examination of Figure VI and the post-test data in Table III indicates the following with regard to the post-test role comparison. There were significant differences on the following variables:

B -- Intelligence -- low to high

There still were significant differences between Teacher Corps Interns and teachers and between teachers and paraprofessionals. However, the paraprofessionals had increased their scores from pre- to post-tests by almost two stens -- a significant gain.

C -- Easily upset to calm

There were significant differences between the paraprofessionals as a group and teachers and Teacher Corps Interns as a group on the post-test data, where there were no differences on the pre-test. The Teacher Corps Interns and teachers had become more emotionally stable than they had been on the pre-test, while paraprofessionals did not change.

F -- Sober to happy-go-lucky

By the time of the post-test, the Teacher Corps Interns and paraprofessionals, who had been more sober at pre-test time, had become almost exactly like the teachers (at the mean range).

G -- Expedient to conscientious

There were still significant differences on this factor. However, both the Teacher Corps Interns and the paraprofessionals had become more concientious and persevering than they had been on the pre-test, while the teachers did not change.

I -- Realistic to Sensitive

There were still significant differences between all three groups. The Teacher Corps members were still more sensitive than the teachers or paraprofessionals. However, all three groups became more sensitive than they had been at pre-test time.

M -- Practical to imaginative

Teacher Corps Interns had become less imaginative by post-test time than they had been at the pre-test, while teachers and paraprofessionals remained the same.

N -- Forthright to Shrewd

By post-test time, the teachers had not changed on this factor at all. However, the paraprofessionals had become more forthright and natural to the point that there were no differences between them and teachers or Teacher Corps Interns.

Q_2 -- Group Dependent to self-sufficient

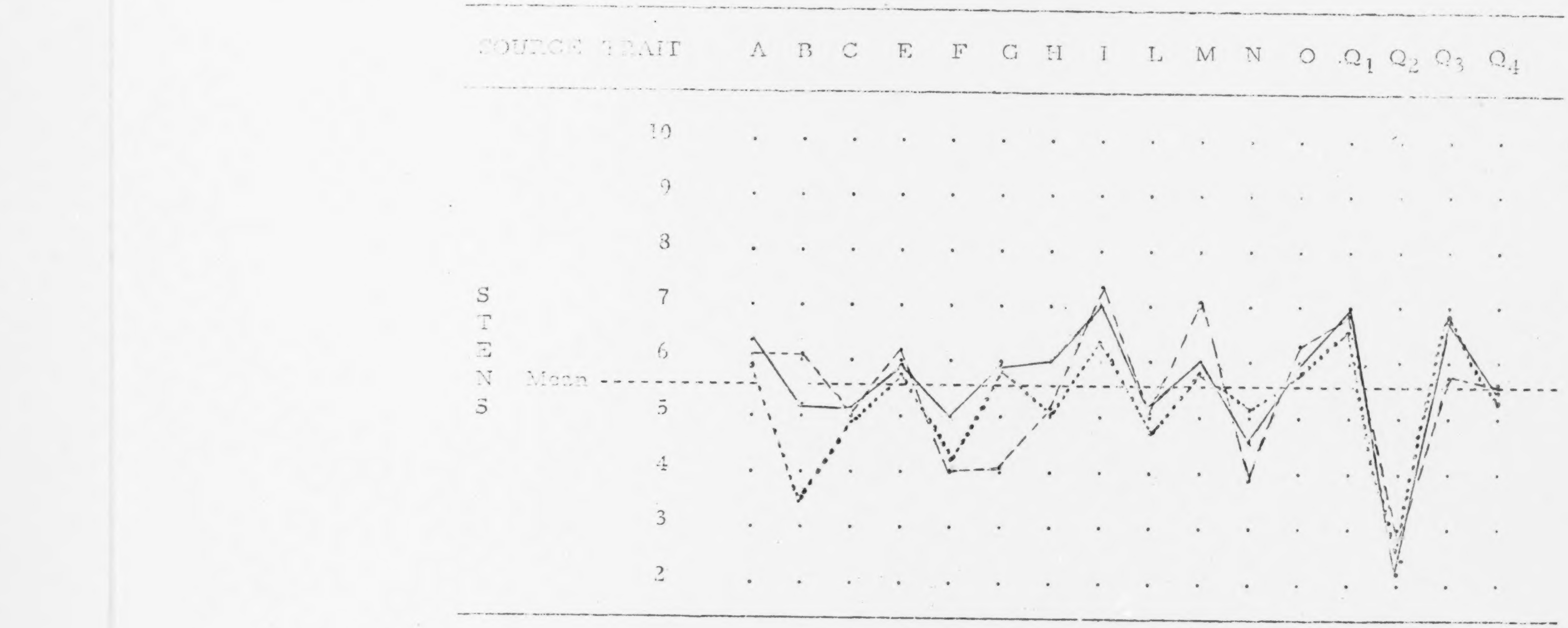
All three groups became more self-sufficient during the school year. However, paraprofessionals and Teacher Corps members increased more than teachers to the point that there was a significant difference.

Q_3 -- Undisciplined to controlled

Teachers remained the same, paraprofessionals became more undisciplined and Teacher Corps members became more controlled.

FIGURE V

16 P-F
Project Focus
Profile of Academic Professions
Role Comparison of Pre-Test Data



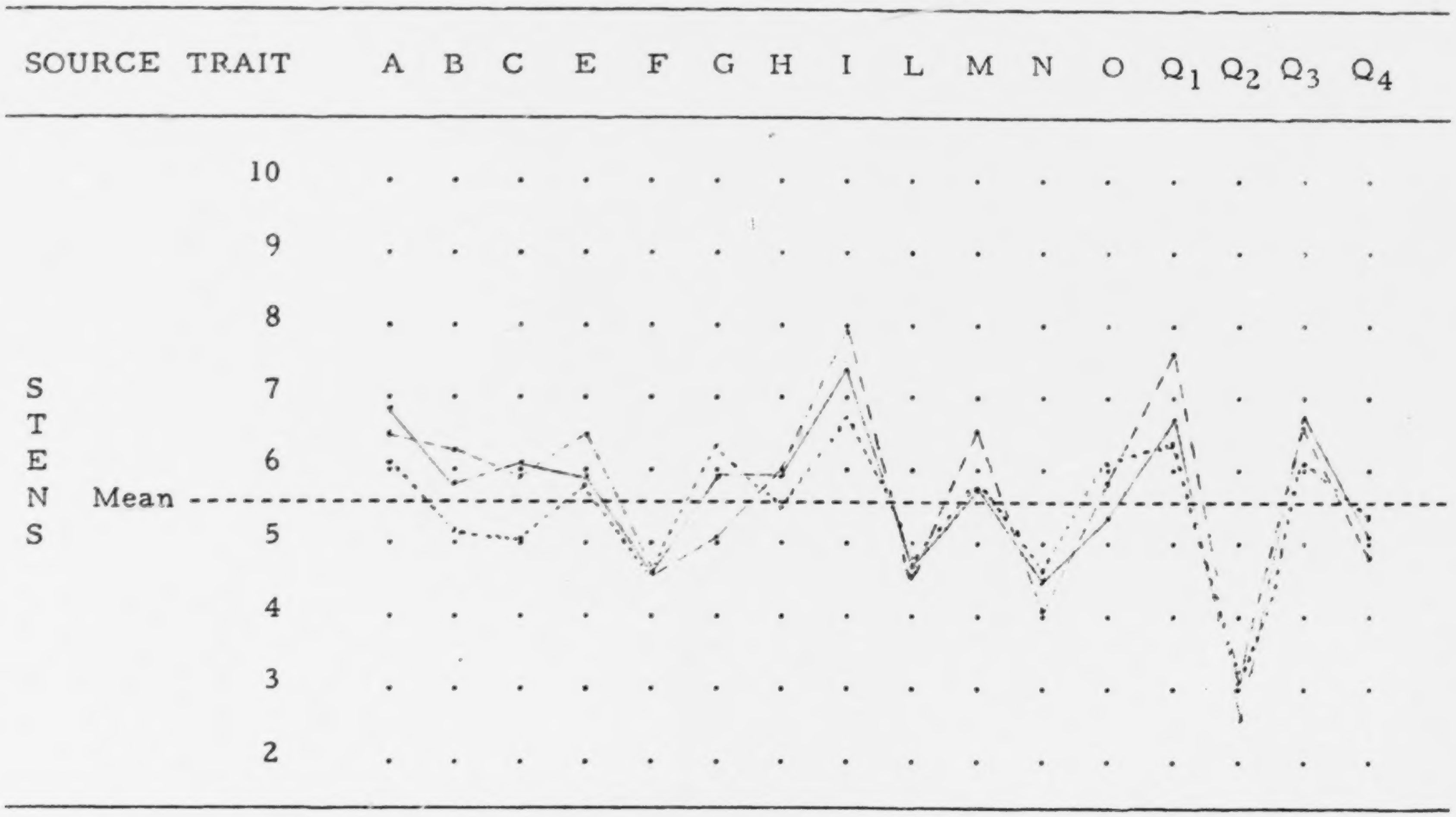
Pre-Test administered September 28 and 29, 1970

Teachers (Certified) ——
Teacher Corps Interns ---
Paraprofessionals ·····

Prepared by the
Department of Research & Evaluation

FIGURE VI

16 P-F
Project Focus
Profile of Academic Professions
Role Comparison of Post-Test Data



Post-Test administered May 17 to 21, 1971

Teachers (Certified) ——
Teacher Corps Interns ----
Paraprofessionals ····

Prepared by the
Department of Research and Evaluation

PROCESS EVALUATION

PROCESS EVALUATION

A process evaluation system is designed to provide information at various points in time relative to the success or failure of a particular program or treatment strategy. For example, a particular teaching team may, through planning, evolve a specific technique for dealing with overt hostility in the classroom and begin to implement that technique. A process evaluation would provide that team with sufficient relevant data to determine if the strategy was, in fact, accomplishing its designed purpose.

The particular process evaluation system employed by the Louisville Public School System is a behavioral objectives, criterion-referenced system. Specifically, this system is designed to facilitate teaching teams, principals and supportive staff in developing behavioral educational objectives that have workable measurement characteristics built into them. Once the objectives have been established, then summative data is provided back to the participants regarding the success or failure of the objectives they have written.

To date we have been able to help over 90% of the personnel in our project schools write specific behavioral objectives. We have also assisted in performing interim evaluations for over 20% of the teams in the project schools. Appendix D-1 provides a sample set of the procedures employed to obtain objectives and a description of the interim evaluation system. Appendices D-2 and D-3 provide sets of school, principal, team and individual objectives for one elementary and one junior high school. A set of all objectives thus far established from all schools would be made available upon request.

The following two memorandums will give the reader more insight as to what has been done and what is planned for future use in carrying out the process evaluation strategy in the Louisville Public School System.

MEMORANDUM

August 10, 1971

TO: Dr. Newman Walker

FROM: Mr. Bob Myers

SUBJECT: Collaborative Evaluation System

PURPOSE --

This system will provide a criterion-referenced feedback procedure on the quality of programs to the Department of Instruction, principals, teachers, Mini-Boards and children approximately five times during the school year in addition to the pre- and post- achievement test results. The system would provide information to the above people in the form of achievement test results, personality and self-concept scales and fiscal and demographic data on each building site as the data is available. In addition to the above, it will provide information to students about their relative rates of growth in the areas mentioned. This Collaborative Evaluation-Feedback System is designed primarily to provide data in cognitive areas for the purpose of program review and modification with a data base rather than an intuitive base.

ORGANIZATION --

The Collaborative Evaluation-Feedback System will function as a team effort and will be housed at the Central Office. The members of the team will be brought together from various disciplines. The team should be composed of the following:

Bob Myers, Director of the Collaborative Evaluation System	$no cost
Larry Barber, Ad Hoc Member (research design and provision of data)	no cost
Typist (full time for report writing, et cetera)	4,500
Test Builder -- Jane Towery 3/5 time ($6,000 -- no cost; Bob Myers will pick up)	no cost

3 Team Members from Instruction (reallocation -- need background in behavioral objectives and process and data; negotiated between Bob Myers and Martin McCullough)	$no cost
Educational writer and investigator -- Ed Bennett ($10,500 -- picked up from Dr. Elliott's salary)	no cost
Ph. D. Intern assigned to Larry Barber 50% for this project	no cost
Statistical Programmer -- covered by Larry Barber	no cost
Test scoring and construction ($1,500 for materials; $1,500 for part-time help in scoring)	3,000
Additional computer run time (our equipment)	2,000
Total cost for the General Fund	$ 9,500
Supportive costs of Research and Transition	$33,500

FUNCTIONS --

There are a number of functions the team will be performing on an individual basis. The team itself should, however, perform the following function as a team effort: Assist the schools in identifying and writing each teaching team member's individual behavioral objectives and each team's behavioral objectives, as well as the total school and System objectives.

The evaluation team should have sufficient freedom and knowledge to guarantee that teaching teams are provided with the necessary input, such as materials, et cetera, to accomplish their objectives. After the development of behavioral objectives (approximately one month), the evaluation team would re-enter the school and help the teaching team assess how well it has moved toward accomplishing its objectives. This might be done by administering interim achievement tests, by talking with students, teachers and principals about how well they feel they are working toward their objectives, by getting video tapes of the team in action compared to their stated objectives and by providing the team data back on this, by doing observation and recording of what the team is doing relative to their objectives, by allowing the team to see the discrepancy between their stated goals and their actual behavior.

COST --

The System is already paying for Bob Myers' salary, and his duties are such that he can absorb this role without additional cost to the System. Larry Barber's salary is being paid by the System, and he would be willing to allow his part on this team to be absorbed by present salary considerations. The System would have to provide the cost of duplication of tests and other things administered. The System would have to pay the cost of hiring and housing a full-time typist. At the present time, it is estimated that the cost for the school year for duplication costs only would not exceed $500.

In addition, the System would have to reallocate the time of approximately four people. One of those we request to be Jane Towery; the other three can be negotiated between Bob Myers and the Chairman of the Department of Instruction. The cost of the writer could be absorbed by Larry Barber if we hire Ed Bennett. The money for this would come from the salary normally paid to the Director of the Division of Program Evaluation. The cost for the statistical programmer would be absorbed by Larry Barber as a normal part of the statistical programmer's duties he currently employs. In addition to this, it is assumed that the Division of Urban Education would provide to Larry Barber the services of one full-time intern from the University of Louisville or the University of Kentucky. Approximately 50% to 75% of this intern's time would be devoted to this project.

In addition to this cost, it would behoove the Superintendent to inform the Division of Data Processing that they would be required to provide run time to grade and score the various tests to be administered.

It is important that, if this system is to be initiated, this be done immediately, especially regarding the reallocation of four people from the Department of Instruction. Those people will need to be brought together under Bob Myers' direction immediately so they can begin building assessment instruments and working together so they can function as a team in identifying the discrepancy between stated goals and actual behavior of teams. This would entail employing Mr. Bennett, or someone in his capacity, to provide information to the team about rapid writing and team behavior reporting relative to objectives.

The interim evaluation will be done on certain dates, not as yet decided upon; and will be done on an intensive level with four schools (with approximately five interim evaluations for these schools) and at least two interim evaluations for the remaining nine schools. This procedure seems to be necessary for the successful operation of the Collaborative Evaluation System as, at this time, the evaluation team will not be able to provide intensive interim evaluations and monitoring services to all fourteen schools. It is assumed that one more team could possibly provide total evaluation to all fourteen (or more) schools.

TO: PROJECT SCHOOL STAFFS, NEIGHBORHOOD SCHOOL BOARDS,
CENTRAL OFFICE STAFF, AND COMMUNITY WORKSHOP PARTICIPANTS

FROM: NEWMAN WALKER, SUPERINTENDENT

SUBJECT: COLLABORATIVE EDUCATIONAL EVALUATION

DATE: AUGUST 12, 1971

Welcome back!

Beginning with the last summer's training program, the Louisville Public School System experienced an upheaval which touched the entire community. In an attempt to reverse the deterioration of quality education, a massive change, both philosophically and operationally, was undertaken. Traditional educational behaviors, both instructionally and administratively, were de-emphasized in favor of exploring innovative educational ideas and interventions. In the wake of change has come controversy, conflict, success and failure. During the summer months, the Board, as well as all people involved with education in Louisville, has had the opportunity to reflect on what happened and to learn from it. In an attempt to apply that learning to the 1971-72 academic year, the following interventions are being suggested. I hope we will have your support.

During the last year a great deal of spade work was done to initiate community involvement in local schools. For years community people have had little to say about their neighborhood schools. Often lack of communication and mutual misunderstanding have led to a deterioration of the relationship between the public school system and the community. One has been more likely to find polarization rather than collaboration. The Board is committed to a reversal of this trend and to localizing significant decision-making and problem-solving at the neighborhood school level. The construction of Neighborhood Boards of Education was seen as a method of accomplishing this. Several project schools now have operational Boards and others have similar forms of parent involvement, but we have a long way to go.

During the last year, five community workshops were held with the hope of developing a working relationship between the community and the System, and with the hope of finding ways of implementing local control. The exchange of information was valuable. During these workshops at least three demands of participants emerged consistently.

First, there was a demand for information. It is startling to realize how poorly information is passed on; in fact, more misinformation seems to be transmitted. It is difficult for any group--teachers, citizens, students, or administrators--to be involved in decision-making or problem-solving without accurate data. It results in needless conflict and diminished educational opportunities for all students. In order to correct this and insure a continued flow of accurate data, the following resources are being made available.

A. Each project school is being allotted approximately $225.00 per team for pre-service work with community people. Your school and the total amount allotted is listed as follows. It is also broken down into participant units (one person for one day at $15.00).

School	Dollar Allotment	Participant Unit
Bloom	$ 00.00	00
Carmichael	1125.00	75
Coleridge-Taylor	725.00	48
Cotter	725.00	48
Engelhard	900.00	60
Jones	725.00	48
Marshall	900.00	60
Roosevelt	1350.00	90
Wheatley	1350.00	90
DuValle Jr.	2025.00	135
Parkland Jr.	2700.00	180
Russell Jr.	1575.00	105
Shawnee Jr.	2250.00)	266
Shawnee Sr.	1750.00)	

In other words, each school will have the above amount of money to pay parents and community people to come into the local schools to exchange information, help in planning, ask questions, or whatever other purpose would meet local school needs. I am suggesting the following guidelines for expending your allotment.

1. Involve as broad a base of participation as is possible in planning a program for your school. Hopefully, teachers, administrators, neighborhood people, and students would be involved.

2. I would hope your program would give a broad base of people an opportunity to have questions answered and information made available.

3. Insofar as it is possible, develop a program which will emphasize collaboration between all groups rather than polarization.

In order to have your participants paid send their full name and address, along with the dates of their participation, to Joel Henning, Director of Community Development. I would also appreciate your forwarding a brief description of your school's program at the same time.

B. On the 23rd and 24th of August a two-day workshop for Neighborhood Boards of Education or similar local school groups will be held at the Brown Education Center in the Crystal Ballroom from 9:00 a.m. to 4:00 p.m. The purpose of the workshop will be to exchange information about school financing and budgeting, school programs, resources available, and objectives of the school system. I am asking that all Board members, or alternates, attend. If a local school does not have such a group developed, a group of interested and concerned parents should be asked. Non-salaried participants will be paid a $15.00 daily stipend which will be deducted from the total amount allotted to your school for pre-service work with the community.

We are hoping that your local community involvement program, in conjunction with the workshop, will begin a flow of accurate information to all concerned groups.

The second and third demands emerging from the community workshops revolved around accountability and cognitive skills. As I understood this, participants were concerned that children have the opportunity to become skilled in traditional educational areas and that this be a priority item within the classroom. It was perceived by a number of participants that too often classroom activities seemed unrelated to reading and math. I believe this was often a result of misunderstanding. But, it is important that all groups understand what the learning goals of a given classroom are in order that collaboration for the achievement of those goals can be undertaken. In order that this clarification may take place, the following program is being suggested for implementation at all project schools and the following resources are being made available.

A. As you know, Behavioral Objectives were written by teams mid-way through the last academic year. Their use was not intended to be coercive, but rather they were intended to be used as a way of centering on specific goals. We will be using them again this year in a similar but expanded manner. The details of their development will be the responsibility of Bob Myers, Director of Project Transition. He will be forwarding guidelines for the writing of them as well as a description of the resources available to help in their formulation. Their use will be primarily to clarify and answer questions about what is going on in the school, what goals are being worked toward, and further to serve as a catalyst for collaborative evaluation.

B. Initial plans for the coming year call for two in-service workshops for each project school which will include Neighborhood Board members or their equivalent for the purpose of evaluating the educational progress of the school to that point in the school year. Data relating to student achievement at these interim dates will be made available through the Department of Research and Evaluation. It is my hope that these workshops, which will bring together the entire school unit--teachers, students, community people, and administrators--will offer concrete opportunities to continue the flow of accurate information, emphasize collaboration, and facilitate local problem-solving and program development. Details regarding their time and place will be forthcoming. Our first priority for the use of training money will be in the area of collaboration among different local school groups.

If the preceding leaves questions unanswered, please contact Joel Henning or Bob Myers. I look forward to this year, knowing full well that you, as well as I, will be hassled, frustrated, angered, and just about anything else humans experience. Good luck to you!

INFORMATION ON SPECIFIC PROJECTS

COP

Focus/Impact

Transition

Title IV -- Desegregation

SPECIFIC PROJECTS AND THEIR OBJECTIVES

In this section of the report, objectives found in the proposals submitted on Projects COP, Focus, Transition and Title IV -- Desegregation will be listed along with information pertaining to the location of data pertinent to these objectives.

COP --

1. Impact on Students Being Served

   Provided contact with paraprofessionals who are trained in a special program which stresses both the affective and cognitive domains, students in project schools will improve measurably in their human relations, their mastery of subject matter and their school attendance.

   > Appendices A-1, A-2, A-3, A-4, B-6b, C-3, C-4, C-5, C-6, Baseline Data Report and Product Evaluation Report (pages 8 and 31).

2. Impact on Individual Participants

   Provided with opportunities to receive special training while employed as paraprofessionals in the Louisville Public Schools, individual participants will develop better feelings about themselves, will improve in interpersonal relations with other adults and pupils, will improve academic standing, will improve job skills (while voluntarily moving horizontally, diagonally, or vertically on the lattice) and will, if they so desire, obtain certification and employment as teachers within a maximum period of five years.

   > Appendices B-1, B-2, B-4, B-6, B-7, C-3b, C-4b, D-2, D-3, E-1a and E-1b, and Training Effectiveness Report (page 13).

3. Impact on the School System

   Provided with the stimulation and services of personnel participating in the Career Opportunities Program, the Louisville Public Schools will undergo modification of staffing patterns, role definition and organizational communication and development processes.

Appendices A-5, B-1, B-4, B-5, D-1, D-2, D-3, and reports on Training Effectiveness (page 13) and Process Evaluation (page 45).

4. Impact on School Environment

   Provided with the stimulation and services of additional personnel and program design, the Louisville Public Schools will experience increased involvement by individuals and groups in the community, will experience more positive feelings toward the schools by community groups and will experience an increased number of contacts with community groups, university officials and Kentucky Department of Education officials in joint planning for school improvements.

   Appendices B, D and E-1 and E-3.

5. Impact on Training.

   Provided with the stimulation of a new program design and cooperative relationships between the Louisville Public Schools and the University of Louisville, new techniques and curricular patterns for the training of professional and paraprofessional personnel will be employed by the University and by the School System.

   Training Effectiveness Report (page 13), Appendix B and Appendix E-1.

FOCUS --

1. At least 50% of the students in the five target schools will gain at least one full year in achievement in reading and arithmetic and at least 75% will gain beyond expectation based upon the past two year's performance as measured by standardized tests, pre and post.

   Appendices C-4a, C-5, E-2; Product Evaluation Report (page 31).

2. At least 75% of the students in the five target schools will be present in school more often in 1970-71 than they were in 1969-70 and the 10% with the worst attendance records in 1969-70 will show significant improvement in attendance in 1970-71.

   Appendices A-1, A-2, A-3 and Baseline Data Report (page 8).

3. The self-concepts of at least 50% of the students in the five target schools will improve significantly as measured by pre- and post-test data.

   Appendix C-4b and Product Evaluation Report (page 34).

4. Students enrolled in the five target schools will experience success in self-directed learning as measured by the increasing number of optional assignments and projects completed during specified periods of the project.

   Appendices B-6, B-7, D-2, D-3 and Product Evaluation Report (page 31).

5. Students enrolled in the five target schools will experience success in self-directed learning as measured by the increasing number of optional assignments and projects completed during specified periods of the project.

   Appendices A-1 and A-2, Baseline Data Report (page 8).

6. Students at the five target schools will learn to deal more constructively with authority as measured by pre- and post-test gain scores.

   Appendix C-4b and Product Evaluation Report (page 34). Also, Appendices A-1 and A-2 and the Baseline Data Report (page 8).

7. Students at the five target schools will learn to settle personal disputes without overt hostile behavior as measured by a 25% decrease in the number of conflicts with peers and staff throughout the project.

   Appendices A-1, A-2, C-4b, D-2 and D-3, Baseline Data Report (page 8), Product Evaluation Report (page 34) and Process Evaluation Report (page 45).

TRANSITION --

1. General Objectives for Students.

   Given an open, facilitative learning atmosphere, students enrolled in target schools with differentiated staffing patterns will develop skills and positive attitudes toward self, others and the school.

   Appendices A-1, A-2, A-3, A-5, C-4a, C-4b, C-6, Baseline Data Report (page 8) and Product Evaluation Report (page 31).

2. General Objectives for School Personnel.

   Provided with training programs to equip them with knowledge and skills, the District's personnel will understand, internalize and become proficient in a humanistic approach to education.

   Appendices B-1, B-2, B-3, B-4, B-5, B-6, B-7, C-4a, C-4b, D-2, D-3, E-1, E-2, Training Effectiveness Report (page 13), Product Evaluation Report (page 31) and Process Evaluation Report (page 45).

3. General Objectives for System.

   Provided with a staff training program, the school organization will become a dynamic, change-oriented structure that focuses on process education and relevant social problems.

   Appendices A-5, B-1, B-2, B-3, B-4, B-5, B-6, B-7, C-4b, E-3, Baseline Data Report (page 8), Training Effectiveness Report (page 13), Product Evaluation Report (page 36).

   [Note: with regard to this part of the objective relating to trainer recruits, at the present time, there are approximately 35 individuals who have performed in a training function successfully, as determined by outside consultants brought into the System (see Appendices B-6 and B-7). However, no summative data was gathered on this. The data offered for examination is the fact that these people are working as trainers now.]

TITLE IV -- DESEGREGATION --

1. Objectives for the School Organization.

   Within the Project year, the school system will alter staff assignments in at least one-fourth (18) of the District's schools in order to initiate a racial balance plan (no less than 35% black or white).

   Appendix A-5.

   Within the Project year, significant progress will be made toward black representation at all administrative levels of the District, as evidenced by black representation in the Central Office on at least one-third of the total (13) administrative levels (both regular and special programs).

   Appendix A-5.

To increase black representation in leadership positions in future years, efforts to recruit outstanding black professional staff members will be evidenced by at least five recruiting visits to different institutions which normally produce large numbers of black graduates during the Project year.

Appendix A-5.

2. Objectives for Personnel.

Fifty percent of the personnel in the racially adjusted staffs of the Project schools and Central Office who participate in the Title IV inservice programs will have by the end of the Project year improved racial attitudes as measured by pre/post gain scores.

Appendix B, Training Effectiveness Report (page 13).

3. Specific Objectives for the Instructional Program and Students.

Within the Project year, at least six schools will achieve a major restructuring of personnel and will operate featuring a bi-racial team teaching differentiated staffing pattern.

Appendix A-5. [Note: in order to achieve this pattern, approximately 75% of the personnel had to be restructured.]

Within the Project year, at least 50% of the students in these six Project schools will gain at least one year in achievement (normal growth) as measured by standard achievement tests.

Appendix C-4a, C-5, E-2, Product Evaluation report (page 31).

Within the Project year, in the same six Project schools absenteeism will decrease in at least 75% of the students relative to their attendance during the previous school year. Absenteeism in these schools will be less overall than in comparable non-project schools.

Appendices A-1, A-2, Baseline Data Report (page 8).

Within the Project year, vandalism at the six schools will decrease as measured by such things as glass breakage, et cetera.

Appendices A-1, A-2, Baseline Data Report (page 8).

Within the Project year, at least 50% of the students in all the Project schools (18) where staff has received Title IV training will have improved racial attitudes as measured by pre-post gain scores.

Appendices A-1, A-2, D-2, D-3, Baseline Data Report (page 8).

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APPENDIX A-1

1969-70 Demographic Data Report

UD 012023

LOUISVILLE PUBLIC SCHOOLS

Percentage of Attendance by Months
1969-70

Senior High Schools:	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Total
REGULAR CITY SCHOOLS--											
Ahrens	93.7	90.6	90.4	89.8	85.6	88.2	89.6	89.1	89.7	91.9	89.8
Atherton	96.2	94.7	92.6	92.4	88.9	90.0	91.9	87.5	91.7	93.2	91.8
Central	88.5	83.0	83.2	82.3	79.1	81.4	81.9	78.1	76.8	75.1	81.2
Manual	95.1	92.2	91.7	90.7	87.6	89.2	91.1	86.4	90.6	77.5	90.1
Iroquois	94.8	92.8	91.6	91.4	88.0	89.1	90.6	88.4	91.5	93.9	91.1
Total Average	93.6	90.6	89.9	89.3	85.8	87.5	89.0	85.9	88.0	86.3	88.8
CONTROL SCHOOLS (Matching and Similar)--											
Male	90.5	87.3	87.5	85.3	82.0	83.8	83.4	79.8	79.6	75.5	83.9
Total Average	90.5	87.3	87.5	85.3	82.0	83.8	83.4	79.8	79.6	75.5	83.9
EXPERIMENTAL SCHOOLS (Focus and Matching)--											
Shawnee	91.5	87.7	87.5	86.9	84.4	86.9	89.3	84.0	84.0	80.6	86.6
Total Average	91.5	87.7	87.5	86.9	84.4	86.9	89.3	84.0	84.0	80.6	86.6
Total Average Regular Schools	93.6	90.6	89.9	89.3	85.8	87.5	89.0	85.9	88.0	86.3	88.8
Total Average Control	90.5	87.3	87.5	85.3	82.0	83.8	83.4	79.8	79.6	75.5	83.9
Total Average Experimental	91.5	87.7	87.5	86.9	84.4	86.9	89.3	84.0	84.0	80.6	86.6
Total Average Senior Highs	92.9	89.7	89.2	88.4	85.1	87.0	88.2	84.8	86.2	83.9	87.8

LOUISVILLE PUBLIC SCHOOLS
Percentage of Attendance by Months
1969-70

Elementary Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	Total
REGULAR CITY SCHOOLS--											
Atkinson	94.8	92.8	92.9	92.2	83.1	87.9	92.7	91.6	92.8	91.6	91.2
Beechmont	97.8	96.7	95.7	94.2	90.6	93.1	95.4	94.2	95.8	96.4	94.9
Brandeis	96.4	94.5	94.4	94.8	87.6	91.1	93.5	92.5	92.5	91.4	92.9
Breckinridge	94.4	94.0	91.8	91.7	82.8	86.5	91.5	90.8	91.9	90.8	90.6
Carter	97.6	96.2	95.7	94.8	90.1	93.5	94.0	94.2	94.2	96.4	94.5
Clark	97.3	96.8	95.4	94.7	91.9	93.7	96.0	94.7	95.9	95.1	95.1
Clay	95.2	93.8	93.6	92.6	87.5	90.9	93.7	91.7	92.5	90.6	92.3
Cochran	94.5	92.3	92.5	91.1	85.7	89.1	93.0	91.3	92.2	92.1	91.4
Emerson	97.3	96.0	94.9	94.3	90.3	89.5	93.6	93.3	95.4	94.8	93.8
Foster	97.6	96.5	95.4	95.7	91.2	93.9	95.3	94.6	95.1	82.9	95.0
Franklin	95.9	93.5	92.3	92.8	82.9	85.9	91.9	90.9	92.3	92.8	91.0
Frayser	97.1	96.2	94.0	94.4	89.2	92.3	94.7	94.2	94.9	93.2	94.1
Hazelwood	96.9	95.6	93.3	94.0	87.1	90.2	94.0	92.6	93.8	93.6	93.1
Heywood	97.4	95.9	93.9	94.0	88.9	91.1	92.6	90.9	92.0	92.0	92.9
Hill	95.6	93.0	93.2	94.1	89.0	89.5	93.5	90.6	92.6	93.9	92.3
Jacob	96.6	95.9	92.6	93.1	87.4	90.0	93.2	91.7	94.0	93.4	92.7
Johnston	97.1	95.6	94.4	94.5	89.0	91.5	94.8	93.4	92.9	91.3	93.6
Kennedy	95.0	93.2	92.5	92.6	87.3	88.1	92.1	90.8	90.6	90.8	91.3
King	97.1	96.4	95.5	95.4	90.1	92.3	95.4	93.8	94.8	96.6	94.6
Lincoln	93.9	93.2	91.8	92.8	84.5	89.2	91.7	91.1	90.9	92.1	91.2
Longfellow	96.4	97.1	95.6	94.3	92.3	92.5	96.4	94.6	96.2	96.3	95.1
Lowell	96.7	95.3	93.6	92.4	83.8	90.4	92.7	92.6	93.4	91.7	92.4
McFerran	96.8	95.4	94.9	93.9	88.3	91.4	93.7	92.9	93.9	93.4	93.4
Parkland	96.3	94.5	94.0	94.0	87.9	91.7	94.6	93.4	94.0	95.3	93.5
Portland	97.0	93.9	93.5	93.2	87.6	89.2	93.4	92.0	92.6	92.3	92.4
Rutherford	97.2	97.1	95.8	94.1	91.2	90.8	94.8	94.2	96.3	95.4	94.6
Shelby	96.3	95.9	94.0	92.5	87.2	90.6	93.3	91.7	93.0	92.9	92.8
Southwick	97.0	94.4	92.7	92.9	85.9	89.6	91.4	89.4	89.4	96.3	91.6
Talbert	96.4	93.7	93.8	92.0	87.2	89.2	91.1	91.7	93.0	93.8	92.2
Tingley	95.3	92.8	91.2	91.0	81.7	86.3	90.0	88.5	90.5	89.3	89.6
TOTAL AVERAGE	96.3	94.9	93.8	93.4	87.6	90.3	93.4	92.3	93.3	92.9	92.8

LOUISVILLE PUBLIC SCHOOLS

Percentage of Attendance by Months
1969-70

Elementary Schools	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
CONTROL SCHOOLS (Matching and Similar)--											
Belknap	97.8	97.1	95.8	96.1	94.8	92.8	96.3	94.5	96.4	96.9	95.8
Byck	95.6	93.5	93.1	93.6	86.5	90.5	93.4	91.1	89.9	91.8	91.9
Dolfinger	96.1	93.3	89.9	92.3	83.7	87.1	90.1	90.4	90.3	91.8	90.4
Field	98.1	96.8	94.9	95.9	94.3	93.0	99.4	95.4	96.8	96.8	95.7
Perry	94.6	92.5	91.8	91.5	83.8	88.9	90.9	89.9	91.2	91.4	90.6
Semple	97.3	96.0	93.8	95.0	88.6	91.2	94.0	93.2	94.9	94.2	93.8
Shawnee Elem.	96.7	95.3	94.6	94.3	87.9	90.6	93.6	91.2	92.5	92.9	92.9
Strother	95.3	92.3	93.4	94.0	89.3	92.2	93.5	93.0	93.4	93.4	93.0
Washington	95.7	94.0	92.6	92.8	87.0	90.7	92.9	92.0	91.8	92.2	92.2
Total Average	96.3	94.5	93.3	93.9	88.4	90.7	93.7	92.3	93.0	93.5	92.9
EXPERIMENTAL SCHOOLS (Focus and Impact)--											
Bloom	96.9	96.6	95.7	94.3	91.3	90.8	95.0	93.7	95.1	95.4	94.4
Carmichael	95.3	92.7	91.0	92.8	87.3	88.9	91.8	90.6	89.8	90.1	91.1
Coleridge-Taylor	97.4	96.1	94.1	94.8	89.6	92.5	93.4	91.2	89.2	94.3	93.2
Cotter	96.0	93.8	95.0	92.2	86.7	89.0	92.8	91.2	90.9	92.0	91.7
Engelhard	94.9	93.1	91.3	93.0	86.0	89.7	92.2	90.2	91.4	90.0	91.3
Jones	94.8	94.0	93.6	92.3	86.7	89.3	92.5	90.3	90.6	88.4	91.4
Marshall	95.1	92.5	92.6	91.7	85.0	87.0	90.8	88.8	89.8	89.4	90.3
Roosevelt	95.1	92.2	91.6	91.0	82.3	86.5	90.5	88.0	88.7	87.7	89.4
Wheatley	96.3	93.6	93.1	92.6	85.5	89.6	92.9	91.5	91.6	90.7	91.8
Total Average	95.7	93.8	93.3	92.7	86.7	89.2	92.4	90.6	90.8	90.9	91.6
Total Regular Schools	96.3	94.9	93.8	93.4	87.6	90.3	93.4	92.3	93.3	92.9	92.8
Total Control Schools	96.3	94.5	93.3	93.9	88.4	90.7	93.7	92.3	93.0	93.5	92.9
Total Experimental Schools	95.7	93.8	93.3	92.7	86.7	89.2	92.4	90.6	90.8	90.9	91.6
Total Average Elementary	96.2	94.6	93.6	93.4	87.6	90.2	92.7	92.0	92.7	92.6	92.6

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Senior Highs	Summer				September				October				November			
	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D
Regular City																
Ahrens	89	26	115	115	7	4	11	126	39	11	50	176	24	4	28	204
Atherton	10	0	10	10	1	0	1	11	13	0	13	24	8	0	8	32
Central	0	63	63	63	0	9	9	72	0	76	76	148	0	48	48	196
Iroquois	27	0	27	27	9	0	9	36	25	0	25	61	15	1	16	77
Manual	18	5	23	23	7	0	7	30	25	1	21	56	18	1	19	75
Totals	144	94	238	238	24	13	37	275	102	88	190	465	65	54	119	584
Averages	29	19	48	48	5	3	7	55	20	18	38	93	13	11	24	116
Control																
Male	17	18	35	35	5	3	8	43	13	24	37	80	3	10	13	93
Totals and Averages	17	18	35	35	5	3	8	43	13	24	37	80	3	10	13	93
Experimental																
Shawnee	12	13	25	25	8	4	12	37	17	25	42	79	8	15	23	102
Totals and Averages	12	13	25	25	8	4	12	37	17	25	42	79	8	15	23	102
Totals for																
Regular City	144	94	238	238	24	13	37	275	102	88	190	465	65	54	119	584
Control	17	18	35	35	5	3	8	43	13	24	37	80	3	10	13	93
Experimental	12	13	25	25	8	4	12	37	17	25	42	79	8	15	23	102
All Schools	173	125	298	298	37	20	57	355	132	137	269	624	76	79	155	779
Averages for																
Regular City	29	19	48	48	5	3	8	55	20	18	38	93	13	11	24	116
Control	17	18	35	35	5	3	8	43	13	24	37	80	3	10	13	93
Experimental	12	13	25	25	8	4	12	37	17	25	42	79	8	15	23	102
All Schools	25	18	43	43	5	3	8	51	19	20	38	89	11	11	22	111

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Senior Highs	December				January				February				March			
	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D
Regular City																
Ahrens	18	1	19	223	55	7	62	285	21	4	25	310	27	6	33	343
Atherton	4	0	4	36	12	0	12	48	6	0	6	54	21	0	21	75
Central	0	29	29	225	0	29	29	254	0	25	25	279	0	31	31	310
Iroquois	15	0	15	92	26	0	26	118	4	0	4	122	19	0	19	141
Manual	5	1	6	81	18	4	22	103	11	2	13	116	16	1	17	133
Total	42	31	73	657	111	40	151	808	42	31	73	881	83	38	121	1002
Averages	8	6	14	131	22	8	30	162	8	6	14	176	17	8	24	200
Control																
Male	3	6	9	102	7	20	27	129	3	11	14	143	9	15	24	167
Totals and Averages	3	6	9	102	7	20	27	129	3	11	14	143	9	15	24	167
Experimental																
Shawnee	2	8	10	112	6	8	14	126	1	16	17	143	4	13	17	160
Totals and Averages	2	8	10	112	6	8	14	126	1	16	17	143	4	13	17	160
Totals for																
Regular City	42	31	73	657	111	40	151	808	42	31	73	881	83	38	121	1,002
Control	3	6	9	102	7	20	27	129	3	11	14	143	9	15	24	167
Experimental	2	8	10	112	6	8	14	126	1	16	17	143	4	13	17	160
All Schools	47	45	72	871	124	68	192	1,063	46	58	104	1,167	96	66	162	1,329
Averages for																
Regular City	8	6	14	131	22	8	30	162	8	6	14	176	17	8	24	200
Control	3	6	9	102	7	20	27	129	3	11	14	143	9	15	24	167
Experimental	2	8	10	112	6	8	14	126	1	16	17	143	4	13	17	160
All Schools	7	6	13	124	18	10	26	152	7	8	15	167	14	9	23	190

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B; Black; T: Total

Senior Highs	April				May				Totals		
	W	B	T	Y-D	W	B	T	Y-D	W	B	T
Regular City											
Ahrens	14	8	22	365	16	6	22	387	310	77	387
Atherton	6	0	6	81	9	0	9	90	90	0	90
Central	0	27	27	337	0	8	8	345	0	345	345
Iroquois	23	0	23	164	18	0	18	182	181	1	182
Manual	13	0	13	146	12	4	16	162	143	19	162
Total	56	35	91	1,093	55	18	73	1,166	724	442	1,166
Average	11	7	18	219	11	4	15	233	145	88	233
Control											
Male	4	16	20	187	0	6	6	193	64	129	193
Total and Average	4	16	20	187	0	6	6	193	64	129	193
Experimental											
Shawnee	2	8	10	170	3	1	4	174	63	111	174
Total and Average	2	8	10	170	3	1	4	174	63	111	174
Totals for											
Regular City	56	35	91	1,093	55	18	73	1,166	724	442	1,166
Control	4	16	20	187	0	6	6	193	64	129	193
Experimental	2	8	10	170	3	1	4	174	63	111	174
All Schools	62	59	121	1,450	58	25	83	1,533	851	682	1,533
Averages for											
Regular City	11	7	18	219	11	4	15	233	145	88	233
Control	4	16	20	187	0	6	6	193	64	129	193
Experimental	2	8	10	170	3	1	4	174	63	111	174
All Schools	9	8	17	207	8	4	12	219	122	97	219

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	Summer				September				October				November			
	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D
Regular City																
Barret	1	0	1	1	1	0	1	2	1	0	1	3	2	0	2	5
Manly	2	2	4	4	0	1	1	5	1	0	1	6	0	1	1	7
Manual	6	0	6	6	1	0	1	7	1	0	1	8	2	1	3	11
Meyzeek	1	0	1	1	1	0	1	2	0	0	0	2	0	2	2	4
Southern	1	0	1	1	4	0	4	5	3	0	3	8	3	0	3	11
Western	7	2	9	9	1	1	2	11	9	2	11	22	2	0	2	24
Woerner	6	0	6	6	2	1	3	9	5	1	6	15	2	0	2	17
Totals	24	4	28	28	10	3	13	41	20	3	23	64	11	4	15	79
Averages	3.4	.56	4	4	1.4	.42	1.8	5.8	2.8	.42	3.3	9.1	1.6	.56	2.1	11.2
Control																
Gottschalk	2	0	2	2	4	0	4	6	6	0	6	12	3	0	3	15
Highland	0	0	0	0	1	0	1	1	1	0	1	2	0	0	0	2
Totals	2	0	2	2	5	0	5	7	7	0	7	14	3	0	3	17
Averages	1	0	1	1	2.5	0	2.5	3.5	3.5	0	3.5	7	1.5	0	1.5	8.5
Experimental																
DuValle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Parkland	4	4	8	8	0	0	0	8	1	4	5	13	2	5	7	20
Russell	0	1	1	1	0	1	1	2	0	1	1	3	0	0	0	3
Shawnee	1	1	2	2	1	3	4	6	1	1	2	8	0	0	0	8
Totals	5	6	11	11	1	4	5	16	2	6	8	24	2	5	7	31
Averages	1.2	1.5	2.7	2.7	.25	1	1.2	4	.5	1.5	2	[illegible].6	.5	1.2	1.7	7.7

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	December				January				February				March			
	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D
Regular City																
Barret	3	0	3	8	3	0	3	11	0	0	0	11	2	0	2	13
Manly	3	1	4	11	4	3	7	18	1	1	2	20	4	1	5	25
Manual	1	0	1	12	7	2	9	21	1	0	1	22	2	1	3	25
Meyzeek	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0	4
Southern	1	0	1	12	3	0	3	15	3	0	3	18	3	0	3	21
Western	2	0	2	26	5	0	5	31	4	2	6	37	4	2	6	43
Woerner	5	1	6	23	6	1	7	30	5	0	5	35	4	3	7	[illegible]
Totals	15	2	17	96	28	6	34	130	14	3	17	147	19	7	26	173
Averages	2.1	.3	2.4	13.7	4	.9	4.8	18.6	2	.4	2.4	21	2.7	1	3.7	24.7
Control																
Gottschalk	0	0	0	15	2	0	2	17	3	0	3	20	3	0	3	23
Highland	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2
Totals	0	0	0	17	2	0	2	19	3	0	3	22	3	0	3	25
Averages	0	0	0	8.5	1	0	1	9.5	1.5	0	1.5	11	1.5	0	1.5	12.5
Experimental																
DuValle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Parkland	3	2	5	25	0	1	1	26	0	0	0	26	1	8	9	35
Russell	0	4	4	7	0	4	4	11	0	2	2	13	0	1	1	14
Shawnee	0	0	0	8	2	1	3	11	0	1	1	12	1	1	2	14
Totals	3	6	9	40	2	6	8	48	0	3	3	51	2	10	12	63
Averages	.8	1.5	2.3	10	.5	1.5	2	12	0	.8	.8	12.8	.5	2.5	3.0	15.8

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	April				May				Totals		
	W	B	T	Y-D	W	B	T	Y-D	W	B	T
Regular City											
Barret	2	0	2	15	0	0	0	15	15	0	15
Manly	6	0	6	31	2	1	3	34	23	11	34
Manual	5	0	5	30	1	0	1	31	27	4	31
Meyzeek	0	2	2	6	0	0	0	6	2	4	6
Southern	7	0	7	28	3	0	3	31	31	0	31
Western	13	0	13	56	6	0	6	62	53	9	62
Woerner	3	0	3	45	6	1	7	52	44	8	52
Totals	36	2	38	211	18	2	20	231	195	36	231
Averages	5.1	.3	5.4	30.1	2.6	.3	2.9	33	27.8	[illegible]1	33
Control											
Gottschalk	4	0	4	27	4	0	4	31	31	0	31
Highland	4	0	4	6	0	0	0	6	6	0	6
Totals	8	0	8	33	4	0	4	37	37	0	37
Averages	4	0	4	16.5	2	0	2	18.5	18.5	0	18.5
Experimental											
DuValle	0	4	4	4	0	1	1	5	0	5	5
Parkland	3	6	9	44	0	3	3	47	14	33	47
Russell	0	2	2	16	0	0	0	16	0	16	16
Shawnee	2	0	2	16	6	1	7	23	14	9	23
Totals	5	12	17	80	6	5	11	91	28	63	91
Averages	1.3	3	4.3	20	1.5	1.3	2.8	22.8	77	15.8	22.8

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	Summer W	Summer B	Summer T	Summer Y-D	September W	September B	September T	September Y-D	October W	October B	October T	October Y-D	November W	November B	November T	November Y-D
Totals for																
Regular City	24	4	28	28	10	3	13	41	20	3	23	64	11	4	15	79
Control	2	0	2	2	5	0	5	7	7	0	7	14	3	0	3	17
Experimental	5	6	11	11	1	4	5	16	2	6	8	24	2	5	7	31
All Schools	31	10	41	41	16	7	23	64	29	9	38	102	16	9	25	127
Averages for																
Regular City	3.4	.56	4	4	1.4	.42	1.8	5.8	2.8	.42	3.3	9.1	1.6	.56	2.1	11.2
Control	1	0	1	1	2.5	0	2.5	3.5	3.5	0	3.5	7	1.5	0	1.5	8.5
Experimental	1.2	1.5	2.7	2.7	.25	1	1.2	4	.5	1.5	2	.6	.5	1.2	1.7	7.7
All Schools	2.3	.76	3.1	3.1	1.2	.53	1.7	4.9	2.2	.7	2.9	7.8	1.2	.7	1.9	9.8

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	December				January				February				March			
	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D	W	B	T	Y-D
Totals for																
Regular City	15	2	17	96	28	6	34	130	14	3	17	147	19	7	26	173
Control	0	0	0	17	2	0	2	19	3	0	3	22	3	0	3	25
Experimental	3	6	9	40	2	6	8	48	0	3	3	51	2	10	12	63
All Schools	18	8	26	153	32	12	44	197	17	6	23	220	24	17	41	261
Averages for																
Regular City	2.1	.3	2.4	13.7	4	.9	4.8	18.6	2.0	.4	2.4	21.0	2.7	1.0	3.7	24.7
Control	0	0	0	8.5	1.0	0.	1.0	9.5	1.5	0.	1.5	11.0	1.5	0.	1.5	12.5
Experimental	.8	1.5	2.3	10.	.5	1.5	2.	12.0	0.	.8	.8	12.8	.5	2.5	3.0	15.8
All Schools	1.4	.6	2.	11.8	2.5	.9	3.4	15.2	1.3	.5	1.8	16.9	1.9	1.3	3.2	20.1

LOUISVILLE PUBLIC SCHOOLS

Dropouts by Month and Race

1969-70

Y-D: year to date; W: White; B: Black; T: Total

Junior Highs	April				May				Totals		
	W	B	T	Y-D	W	B	T	Y-D	W	B	T
Totals for											
Regular City	36	2	38	211	18	2	20	231	195	36	231
Control	8	0	8	33	4	0	4	37	37	0	37
Experimental	5	12	17	80	6	5	11	91	28	63	91
All Schools	49	14	63	324	28	7	35	359	260	99	359
Averages for											
Regular City	5.1	.3	5.4	30.0	2.6	.3	2.9	33.0	27.8	5.1	33.0
Control	4.	0	4.	16.5	2.	0	2.0	18.5	18.5	0	18.5
Experimental	1.3	3.	4.3	20.0	1.5	1.3	2.8	22.8	7.0	15.8	22.8
All Schools	3.8	1.0	4.8	24.9	2.2	.5	2.7	27.6	20.0	7.6	27.6

LOUISVILLE PUBLIC SCHOOLS

Suspensions -- 1969-70

Senior High School Level

Y-D: year to date

	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
REGULAR CITY SCHOOLS --																				
Ahrens	6	6	13	19	5	24	3	27	3	30	1	31	3	34	--	34	5	39	--	39
Atherton	---	--	--	--	--	--	--	--	--	--	--	--	1	1	--	1	--	1	--	1
Central	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Iroquois	21	21	22	43	9	52	15	67	9	76	8	84	12	96	28	124	26	150	--	150
Manual	1	1	7	8	7	15	7	22	3	25	2	27	8	35	22	57	5	62	--	62
Total	28	28	42	70	21	91	25	116	15	131	11	142	24	166	50	216	36	252	--	252
Average	5.6	5.6	8.4	14	4.2	18.2	5	23.2	3	26.2	2.2	28.4	4.8	33.3	10	43.3	7.2	50.4	--	50.4
CONTROL SCHOOLS (Matching and Similar) --																				
Male	10	10	4	14	1	15	---	15	2	17	--	17	--	17	--	17	--	17	--	17
Total and Average	10	10	4	14	1	15	--	15	2	17	--	17	--	17	--	17	--	17	--	17
EXPERIMENTAL SCHOOLS (Focus and Impact) --																				
Shawnee Sr	8	8	27	35	29	64	8	72	2	74	16	90	12	102	10	112	13	125	--	125
Total and Average	8	8	27	35	29	64	8	72	2	74	16	90	12	102	10	112	13	125	--	125

LOUISVILLE PUBLIC SCHOOLS

Suspensions -- 1969-70

Junior High School Level

Y-D: year to date

	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
REGULAR CITY SCHOOLS --																				
Barrett	--	--	6	6	--	6	5	11	2	13	--	13	--	13	3	16	5	21	--	21
Manly	12	12	39	51	33	84	20	104	17	121	5	126	28	154	35	189	40	229	10	239
Manual	4	4	8	12	5	17	3	20	8	28	5	33	12	45	12	57	11	68	1	69
Meyzeek	--	--	1	1	--	1	--	1	--	1	--	1	21	22	1	23	2	25	--	25
Southern	15	15	24	39	24	63	18	81	11	92	11	103	28	131	32	163	36	199	--	199
Western	--	--	--	--	1	1	--	1	--	1	1	2	--	2	--	2	--	2	--	2
Woerner	8	8	44	52	21	73	25	98	26	124	16	140	27	167	27	194	20	214	--	214
Total	39	39	122	161	84	245	71	316	64	380	38	418	116	534	110	644	114	758	11	769
Average	5.57	5.57	17.4	23	12	35	10.1	45	9.1	54.2	5.4	59.7	16.5	76.2	15.7	92	16.2	108.2	1	109.
CONTROL SCHOOLS (Matching and Similar) --																				
Gottschalk	23	23	26	49	25	74	8	82	14	96	13	109	13	122	1	123	9	132	--	132
Highland	--	--	3	3	--	3	1	4	2	6	4	10	2	12	--	12	--	12	--	12
Total	23	23	29	52	25	77	9	86	16	102	17	119	15	134	1	135	9	144	--	144
Average	11.5	11.5	14.5	26	12.5	38.5	4.5	43	8	51	8.5	59.5	7.5	67.	.5	67.5	4.5	72	--	72
EXPERIMENTAL SCHOOLS (Focus and Impact) --																				
DuValle	--	--	13	13	--	13	16	29	--	29	4	33		33	--	33	--	33	--	33
Parkland	17	17	77	94	23	117	38	155	15	170	29	199	68	267	26	293	26	319	--	319
Russell	22	22	31	53	24	77	23	100	36	136	50	186	31	217	36	253	46	299	--	299
Shawnee	1	1	5	6	2	8	3	11	4	15	6	21	6	27	2	29	9	38	1	39
Total	40	40	126	166	49	215	80	295	55	350	89	439	105	544	64	608	81	689	1	690
Average	10	10	31.5	41.5	12.2	53.7	20	73.7	13.7	87.5	22.2	109.7	26.2	136.	16	152.	20.2	172.5	.5	172.

LOUISVILLE PUBLIC SCHOOLS

Suspensions by Month

1969-70

Elementary Schools	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REGULAR CITY SCHOOLS --											
Atkinson								4			4
Beechmont											0
Brandeis											0
Breckinridge		1						2	2		5
Carter											0
Clark				1							1
Clay											0
Cochran											0
Emerson											0
Foster											0
Franklin									1		1
Fraser											0
Hazelwood											0
Heywood											0
Jacob											0
Johnston											0
Kennedy											0
King											0
Lincoln											0
Longfellow											0
Lowell									1		1
McFerran											0
Parkland Elementary											0
Portland											0
Rutherford											0
Shelby											0
Southwick											0
Talbert											0
Tingley											0
Total	0	1	0	1	0	0	0	6	4	0	12
Average	0	.034	0	.034	0	0	0	.20	.13	0	.41

LOUISVILLE PUBLIC SCHOOLS

Suspensions by Month

1969-70

Elementary Schools	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
CONTROL SCHOOLS (Matching and Similar) --											
Belknap			1								1
Byck											0
Dolfinger											0
Field											0
Perry											0
Semple											0
Shawnee Elementary	1	2	1		5			1	8		18
Strother											0
Washington					1						1
Total	1	2	2	0	6	0	0	1	8	0	20
Average	.11	.22	.22	0	.66	0	0	.11	.88	0	2.2
EXPERIMENTAL SCHOOLS (Focus and Impact) --											
Bloom											0
Carmichael						1					1
Coleridge-Taylor											0
Cotter											0
Engelhard				1			1				2
Jones	1						1	2	3	4	11
Marshall	1				2		2	1	3	1	10
Roosevelt	2	2	2	1	2	0	3	2	2	0	16
Wheatley					1						1
Total	4	2	2	2	5	1	7	5	8	5	41
Average	.44	.22	.22	.22	.55	.11	.77	.55	.88	.55	4.5
Total Regular Schools	0	1	0	1	0	0	0	6	4	0	12
Total Control Schools	1	2	2	0	6	0	0	1	8	0	20
Total Experimentals Schools	4	2	2	2	5	1	7	5	8	5	41
Total Elementary Schools	5	5	4	3	11	1	7	12	20	5	73

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Senior Highs	Jul	Y-D	Aug	Y-D	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D
Regular City												
Ahrens	0		0		30	30	7	37	1	38	0	38
Atherton	0		0		15	15	7	22	9	31	2	33
Central	0		0		4	4	68	72	30	102	18	120
Iroquois	0		5	5	28	33	43	76	0	76	66	142
Manual	0		0		0		47	47	1	48	23	71
Totals	0		5	5	77	82	172	254	41	295	109	404
Averages	0		1	1	15.4	16.4	34.4	50.8	8.2	59	21.8	80.8
Control												
Male	0		0		0		20	20	0	20	8	28
Totals and Averages	0		0		0		20	20	0	20	8	28
Experimental												
Shawnee	0		0		46	46	0	46	46	92	25	117
Totals and Averages	0		0		46	46	0	46	46	92	25	117
Totals for												
Regular City	0		5	5	77	82	172	254	41	295	109	404
Control	0		0		0		20	20	0	20	8	28
Experimental	0		0		46	46	0	46	46	92	25	117
All Schools	0		5	5	123	128	192	320	87	407	142	549
Averages for												
Regular City	0		1	1	15.4	16.4	34.4	50.8	8.2	59	21.8	80.8
Control	0		0		0		20	20	0	20	8	28
Experimental	0		0		46	46	0	46	46	92	25	117
All Schools	0		.7	.7	17.6	18.3	27.4	45.7	12.4	58.1	20.3	78.4

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Senior Highs	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City												
Ahrens	6	44	0	44	5	49	16	65	0	65	0	65
Atherton	10	43	0	43	2	45	4	49	3	52	4	56
Central	19	139	21	160	0	160	38	198	41	239	0	239
Iroquois	2	144	23	167	6	173	7	180	0	180	8	188
Manual	39	110	27	137	1	138	20	158	0	158	27	185
Totals	76	480	71	551	14	565	85	650	44	694	39	733
Averages	15	96	14	110	3	113	17	130	9	139	8	147
Control												
Male	0	28	10	38	12	50	0	50	31	81	0	81
Totals and Averages	0	28	10	38	12	50	0	50	31	81	0	81
Experimental												
Shawnee	6	123	41	164	0	164	20	184	30	214	30	244
Totals and Averages	6	123	41	164	0	164	20	184	30	214	30	244
Totals for												
Regular City	76	480	71	551	14	565	85	650	44	694	39	733
Control	0	28	10	38	12	50	0	50	31	81	0	81
Experimental	6	123	41	164	0	164	20	184	30	214	30	244
All Schools	82	631	122	753	26	779	105	884	105	989	69	1,058
Averages for												
Regular City	15	96	14	110	3	113	17	130	9	139	8	147
Control	0	28	10	38	12	50	0	50	31	81	0	81
Experimental	6	123	41	164	0	164	20	184	30	214	30	244
All Schools	12	90	17	108	4	111	15	126	15	141	10	151

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Junior Highs	Jul	Y-D	Aug	Y-D	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D
Regular City												
Barret	3	3	0	3	0	3	0	3	4	7	0	7
Manly	0		0		219	219	41	260	0	260	18	278
Meyzeek	0		0		0		112	112	30	142	10	152
Southern	0		0		15	15	113	128	22	150	14	164
Western	0		0		77	77	39	116	32	148	64	212
Woerner	0		22	22	0	22	2	24	5	29	12	41
Totals	3	3	22	22	311	336	307	643	93	726	118	854
Averages	.5	.5	3.6	4.1	51.7	56	51.1	107.1	15.5	121	19.7	142.3
Control												
Gottschalk	0		0		0		106	106	74	180	23	203
Highland	200	200	0	200	1	201	15	216	3	219	0	219
Totals	200	200	0	200	1	201	121	322	77	399	23	422
Averages	100	100	0	100	.5	100.5	60.5	161	38.5	199.5	11.5	211
Experimental												
DuValle	0		0		16	16	0	16	4	20	859	879
Parkland	0		0		0		269	269	77	346	23	369
Russell	0		0		6	6	137	143	59	202	37	239
Shawnee	0		0		38	38	0	38	17	55	63	118
Totals	0		0		60	60	406	466	157	623	982	1,605
Averages	0		0		15	15	101.5	116.5	39.2	155.8	245.5	401.2
Totals for												
Regular City	3	3	22	25	311	336	307	643	93	726	118	854
Control	200	200	0	200	1	201	121	322	77	399	23	422
Experimental	0		0		60	60	406	466	157	623	982	1,605
All Schools	203	203	22	225	372	597	834	1,431	327	1,748	1,123	2,881

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Junior Highs	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City												
Barret	9	16	8	24	0	24	2	26	23	49	0	49
Manly	27	305	14	319	43	362	30	392	24	416	0	416
Meyzeek	25	177	7	184	21	205	39	244	46	290	21	311
Southern	23	187	0	187	50	237	11	248	0	248	0	248
Western	158	370	54	424	265	689	125	814	70	884	63	947
Woerner	26	67	11	78	25	103	0	103	38	141	9	150
Totals	268	1,122	94	1,216	404	1,620	207	1,827	201	2,028	93	2,121
Averages	44.6	187	16	202	67	270	35	305	34	338	16	354
Control												
Gottschalk	52	255	46	301	8	309	12	321	0	321	48	369
Highland	6	225	2	227	6	233	0	233	0	233	10	243
Totals	58	480	48	528	14	542	12	554	0	554	58	612
Averages	29	240	24	264	7	271	6	277	0	277	29	306
Experimental												
DuValle	34	913	56	969	222	1,191	103	1,294	0	1,294	0	1,294
Parkland	48	417	29	446	44	490	97	587	377	964	147	1,111
Russell	22	261	0	261	116	377	0	377	111	488	0	488
Shawnee	0	118	36	154	0	154	53	207	35	242	37	279
Totals	104	1,709	121	1,830	382	2,212	253	2,465	523	2,988	184	3,172
Averages	26	427	30.3	457.5	95.5	553.	63.3	616	130.8	747.	46	793.
Totals for												
Regular City	268	1,122	94	1,216	404	1,620	207	1,827	201	2,028	93	2,121
Control	58	480	48	528	14	542	12	554	0	554		612
Experimental	104	1,709	121	1,830	382	2,212	253	2,465	523	2,988	184	3,172
All Schools	430	3,311	263	3,574	800	4,374	472	4,846	724	5,570	335	5,905

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaces) by Month

1969-70

Y-D: Year to date

Elementary	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City												
Atkinson	9	125	0	125	15	140	44	184	0	184	0	184
Beechmont	6	19	0	19	0	19	3	22	22	44	18	62
Brandeis	41	306	0	306	46	352	75	427	129	556	21	577
Breckinridge	0	17	0	17	0	17	5	22	9	31	0	31
Carter	10	49	0	49	13	62	16	78	0	78	0	78
Clark	6	35	3	38	0	38	1	39	0	39	9	48
Clay	1	73	0	73	0	73	17	90	8	98	16	114
Cochran	1	21	0	21	0	21	2	23	0	23	0	23
Emerson	9	71	0	71	41	112	18	130	0	130	47	177
Finzer	0	86	0	86	0	86	6	92	0	92	27	119
Foster	13	72	2	74	21	95	0	95	52	147	15	162
Franklin	0	29	0	29	0	29	0	29	0	29	25	54
Frayser	13	105	0	105	15	120	2	122	120	242	25	267
Hazelwood	21	85	0	85	35	120	0	120	35	155	0	155
Heywood	12	49	7	56	2	58	0	58	24	82	16	98
Hill	0	36	0	36	0	36	0	36	0	36	0	36
Jacob	19	76	70	146	63	209	0	209	59	268	85	353
Johnston	7	51	0	51	11	62	0	62	15	77	0	77
Kennedy	23	280	12	292	25	317	12	329	0	329	137	466
Lincoln	4	8	0	8	5	13	0	13	0	13	31	44
Longfellow	8	117	0	117	0	117	5	122	0	122	67	189
Lowell	3	206	0	206	13	219	0	219	36	255	94	349
McFerran	2	75	0	75	62	137	22	159	78	237	36	273
Parkland	0	78	0	78	0	78	0	78	66	144	14	158
Portland	0	4	0	4	0	4	0	4	0	4	0	4
Prentice	0	23	0	23	0	23	0	23	0	23	0	23
Roberts	2	4	0	4	2	6	6	12	1	13	9	22
Rutherford	7	335	0	335	13	348	0	348	52	400	0	400

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Elementary	Jul	Y-D	Aug	Y-D	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D
Regular City												
Atkinson	0	0	75	75	26	101	0	101	15	116	0	116
Beechmont	0	0	0	0	13	13	0	13	0	13	0	13
Brandeis	0	0	150	150	0	150	0	150	102	252	13	265
Breckinridge	0	0	0	0	6	6	1	7	0	7	10	17
Carter	0	0	0	0	20	20	5	25	0	25	14	39
Clark	27	27	0	27	0	27	0	27	2	29	0	29
Clay	0	0	0	0	52	52	18	70	0	70	2	72
Cochran	4	4	0	4	6	10	2	12	3	15	5	20
Emerson	0	0	19	19	17	36	26	62	0	62	0	62
Finzer	0	0	0	0	0	0	74	74	0	74	12	86
Foster	0	0	0	0	49	49	0	49	0	49	10	59
Franklin	0	0	0	0	0	0	23	23	6	29	0	29
Frayzer	0	0	0	0	0	0	61	61	31	92	0	92
Hazelwood	0	0	0	0	42	42	0	42	0	42	22	64
Heywood	0	0	0	0	23	23	0	23	10	33	4	37
Hill	0	0	0	0	16	16	7	23	13	36	0	36
Jacob	0	0	0	0	31	31	0	31	0	31	26	57
Johnston	0	0	0	0	0	0	44	44	0	44	0	44
Kennedy	123	123	0	123	0	123	84	207	47	254	3	257
Lincoln	0	0	0	0	0	0	4	4	0	4	0	4
Longfellow	49	49	0	49	0	49	56	105	0	105	4	109
Lowell	0	0	134	134	0	134	0	134	37	171	32	203
McFerran	23	23	0	23	0	23	18	41	0	41	32	73
Parkland	0	0	0	0	35	35	17	52	13	65	13	78
Portland	0	0	0	0	0	0	0	0	0	0	4	4
Prentice	0	0	0	0	14	14	4	18	0	18	5	23
Roberts	0	0	0	0	0	0	2	2	0	2	0	2
Rutherford	0	0	250	250	0	250	42	292	4	296	32	328

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Elementary	Jul	Y-D	Aug	Y-D	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D
Shelby	0	0	13	13	0	13	0	13	8	21	0	21
Southwick	0	0	0	0	47	47	209	256	19	275	0	275
Talbert	0	0	0	0	46	46	29	75	0	75	6	81
Tingley	0	0	38	38	0	38	0	38	11	49	0	49
King	7	7	0	7	0	7	0	7	5	12	0	12
Totals	233	233	679	912	443	1,355	726	2,081	326	2,407	249	2,656
Averages	7	7	21	28	13	41	22	63	10	73	7	80
Control												
Belknap	12	12	0	12	0	12	0	12	0	12	0	12
Byck	0	0	29	29	0	29	37	66	0	66	24	90
Dolfinger	0	0	0	0	42	42	0	42	31	73	18	91
Field	23	23	0	23	50	73	0	73	11	84	0	84
Perry	85	85	0	85	0	85	17	102	0	102	4	106
Semple	9	9	0	9	134	143	2	145	0	145	27	172
Shawnee	208	208	0	208	131	339	26	365	0	365	7	372
Strother	0	0	0	0	54	54	0	54	0	54	15	69
Washington	0	0	0	0	0	0	0	0	0	0	0	0
Totals	337	337	29	366	411	777	82	859	42	901	95	996
Averages	37	37	3	41	46	86	9	95	5	100	11	111
Experimental												
Bloom	5	5	0	5	0	5	0	5	4	9	0	9
Carmichael	0	0	0	0	130	130	0	130	30	160	0	160
Engelhard	0	0	11	11	0	11	0	11	0	11	0	11
Jones	0	0	0	0	93	93	0	93	27	120	14	134
Marshall	0	0	0	0	85	85	37	122	18	140	0	140
Roosevelt	0	0	0	0	165	165	11	176	12	188	32	220
Taylor	0	0	0	0	0	0	6	6	0	6	1	7
Wheatley	0	0	21	21	0	21	0	21	77	98	14	112
Cotter	0	0	0	0	0	0	0	0	0	0	0	0
Totals	5	5	32	37	473	510	54	564	168	732	61	793
Averages	.6	.6	4	4	53	57	6	63	19	81	7	88

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Elementary	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Shelby	0	21	0	21	5	26	0	26	7	33	0	33
Southwick	10	285	0	285	47	332	30	362	0	362	0	362
Talbert	0	81	0	81	4	85	0	85	0	85	0	85
Tingley	8	57	0	57	26	83	0	83	0	83	18	101
King	0	12	0	12	0	12	10	22	4	26	4	30
Totals	235	2,891	94	2,985	464	3,449	274	3,723	717	4,440	714	5,154
Averages	7	87	3	90	14	104	8	112	22	134	22	156
Control												
Belknap	5	17	2	19	0	19	0	19	96	115	20	135
Byck	11	101	0	101	19	120	63	183	87	270	62	332
Dolfinger	19	110	0	110	0	110	73	183	0	183	11	194
Field	14	98	0	98	0	98	4	102	0	102	0	102
Perry	0	106	16	122	9	131	12	143	0	143	0	143
Semple	0	172	19	191	10	201	5	206	68	274	0	274
Shawnee	0	372	0	372	9	381	22	403	28	431	40	471
Strother	7	76	0	76	6	82	5	87	0	87	0	87
Washington	0	0	0	0	0	0	0	0	0	0	0	0
Totals	56	1,052	37	1,089	53	1,142	184	1,326	279	1,605	133	1,738
Averages	6	117	4	121	6	127	20	147	31	178	15	193
Experimental												
Bloom	1	10	0	10	0	10	0	10	0	10	0	10
Carmichael	33	193	33	226	0	226	66	292	0	292	108	400
Engelhard	2	13	0	13	20	33	0	33	0	33	10	43
Jones	0	134	51	185	0	185	9	194	26	220	105	325
Marshall	5	145	0	145	34	179	18	197	0	197	24	221
Roosevelt	12	232	0	232	17	249	43	292	41	333	173	506
Taylor	1	8	2	10	0	10	7	17	0	17	0	17
Wheatley	0	112	0	112	16	128	37	165	0	165	6	171
Cotter	0	0	0	0	0	0	0	0	0	0	0	0
Totals	54	847	86	933	87	1,020	180	1,200	67	1,267	426	1,693
Averages	6	94	10	104	10	113	20	133	7	141	47	188

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1969-70

Y-D: year to date

Elementary	Jul	Y-D	Aug	Y-D	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D
Totals for												
Regular City	233	233	679	912	443	1,355	726	2,081	326	2,407	249	2,656
Control	337	337	29	366	411	777	82	859	42	901	95	996
Experimental	5	5	32	37	473	510	54	564	168	732	61	793
All Schools	575	575	740	1,315	1,327	2,642	862	3,504	536	4,040	405	4,445
Averages for												
Regular City	7	7	21	28	13	41	22	63	10	73	7	80
Control	37	37	3	41	46	86	9	95	5	100	11	111
Experimental	.6	.6	4	4	53	57	6	63	19	81	7	88
All Schools	11	11	15	26	26	52	17	69	11	80	7	87
Elementary	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Totals for												
Regular City	235	2,891	94	2,985	464	3,449	274	3,723	717	4,440	714	5,154
Control	56	1,052	37	1,089	53	1,142	184	1,326	279	1,605	133	1,738
Experimental	54	847	86	933	87	1,020	190	1,210	67	1,277	426	1,703
All Schools	345	4,790	217	5,007	604	5,611	648	6,259	1,063	7,322	1,273	8,595
Averages for												
Regular City	7	87	3	90	14	104	8	112	22	134	22	156
Control	6	117	4	121	6	127	20	147	31	178	15	193
Experimental	6	94	10	104	10	113	20	144	7	141	47	188
All Schools	7	94	4	98	12	110	13	122	21	143	25	168

APPENDIX A-2

1970-71 Demographic Data Report

LOUISVILLE PUBLIC SCHOOLS

Percentage of Attendance by Months

1970-71

Senior High Schools:	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REGULAR CITY SCHOOLS --											
Ahrens	92.6	89.9	89.5	87.6	86.7	85.2	88.4	88.4	87.5	87.3	88.4
Atherton	95.2	91.3	91.4	90.4	91.0	88.0	89.8	88.3	87.4	86.6	90.1
Central	84.9	77.5	78.0	76.3	77.7	76.9	79.9	80.2	77.4	77.6	78.7
Manual	93.5	89.3	90.2	88.7	87.9	86.0	88.5	87.6	88.1	77.2	88.3
Iroquois	94.6	91.7	92.0	90.5	90.0	88.1	89.9	90.0	86.7	90.2	90.5
Total Average	92.2	87.9	88.2	86.7	86.6	84.8	87.3	86.9	85.4	83.8	87.2
CONTROL SCHOOLS (Matching and Similar) --											
Male	89.3	83.1	84.8	83.0	81.2	78.4	80.1	79.9	76.7	73.6	81.6
Total Average	89.3	83.1	84.8	83.0	81.2	78.4	80.1	79.9	76.7	73.6	81.6
EXPERIMENTAL SCHOOLS (Focus and Matching) --											
Shawnee	84.2	80.3	83.6	81.1	81.7	83.1	86.7	84.1	77.8	73.9	82.2
Total Average	84.2	80.3	83.6	81.1	81.7	83.1	86.7	84.1	77.8	73.9	82.2
Total Average Regular Schools	92.2	87.9	88.2	86.7	86.6	84.8	87.3	86.9	85.4	83.8	87.2
Total Average Control	89.3	83.1	84.8	83.0	81.2	78.4	80.1	79.9	76.7	73.6	81.6
Total Average Experimental	84.2	80.3	83.6	81.1	81.7	83.1	86.7	84.1	77.8	73.9	82.2
Total Average Senior Highs	90.9	86.4	87.2	85.3	85.1	83.9	86.2	85.8	83.6	82.0	86.0

[illegible]

Percentage of Attendance by Months

1970-71

Junior High Schools:	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
REGULAR CITY SCHOOLS --											
Farret	94.8	91.6	91.2	90.8	89.6	86.8	89.6	89.5	87.8	90.5	90.1
Manly	91.4	87.6	88.0	85.3	84.3	82.9	84.2	84.4	83.0	81.9	85.5
Manual	93.3	91.0	91.0	88.3	88.4	84.5	87.3	86.8	83.9	84.6	88.1
Meyzeek	92.6	89.7	90.2	85.6	83.8	82.1	83.7	82.9	83.3	88.3	85.8
Southern	94.7	91.5	90.1	90.1	90.1	88.3	90.4	90.1	89.0	90.5	90.6
Western	89.9	85.4	84.3	84.5	82.8	80.7	83.4	81.6	80.7	79.8	83.5
Woerner	90.9	87.0	87.1	86.1	83.6	81.6	85.0	83.8	81.5	76.4	84.7
Total Average	92.6	89.1	88.8	87.7	86.0	83.8	86.2	85.6	85.2	84.6	86.9
CONTROL SCHOOLS (Matching and Similar) --											
Gottschalk	94.0	91.8	91.9	90.4	89.3	87.5	88.6	89.7	88.2	90.4	90.1
Highland	95.2	94.3	93.8	93.2	92.9	90.1	91.3	92.0	92.2	92.5	92.9
Total Average	95.1	93.0	92.9	91.8	91.1	88.8	89.9	90.8	90.2	91.5	91.5
CONTROL SCHOOLS #2											
Meyzeek	92.6	89.7	90.2	85.6	83.8	82.1	83.7	82.9	83.3	88.3	85.8
Western	89.9	85.4	84.3	84.5	82.8	80.7	83.4	81.6	80.7	79.8	83.5
Woerner	90.9	87.0	87.1	86.1	83.6	81.6	85.0	83.8	81.5	76.4	84.7
Total Average	91.1	87.3	87.2	85.4	83.4	81.4	84.0	82.8	81.8	81.5	84.7
EXPERIMENTAL SCHOOLS (Focus and Impact) --											
DuValle	92.9	91.1	90.8	88.5	88.0	87.2	86.9	85.6	84.8	85.6	88.3
Parkland	90.9	88.3	88.9	86.5	87.9	85.4	86.8	86.1	83.1	83.7	87.0
Russell	90.0	85.6	85.1	83.1	83.0	81.9	82.8	81.9	80.5	81.3	83.6
Shawnee	91.0	88.9	89.7	88.3	89.8	87.2	88.9	87.9	87.1	88.2	88.9
Total Average	91.2	88.5	88.4	86.6	87.1	85.4	86.3	85.4	83.9	84.7	87.0
Total Average Regular Schools	92.6	89.1	88.8	87.7	86.0	83.8	86.2	85.6	85.2	84.6	88.6
Total Average Control Schools	95.1	93.0	92.9	91.8	91.1	88.8	89.9	90.8	90.2	91.5	91.5
Total Average Control Schools #2	91.1	87.3	87.2	85.4	83.4	81.4	84.0	82.8	81.8	81.5	84.7
Total Average Experimental	91.2	88.5	88.4	86.6	87.1	85.4	86.3	85.4	83.9	84.7	87.0
Total Average Junior Highs	92.8	89.4	89.5	87.9	87.5	85.4	87.1	86.6	85.2	85.7	87.8

* This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

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LOUISVILLE PUBLIC SCHOOLS

Percentage of Attendance by Months

1970-71

Elementary Schools	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REGULAR CITY SCHOOLS --											
Atkinson	94.8	92.5	92.1	91.1	90.6	87.1	90.7	91.6	90.7	89.2	91.2
Beechmont	97.4	96.6	95.8	92.9	91.1	88.9	94.7	94.2	94.3	94.4	94.0
Brandeis	95.7	93.6	93.9	92.0	92.7	88.5	93.0	93.2	91.9	93.1	92.8
Breckinridge	96.1	93.7	93.9	91.7	89.1	86.4	90.2	91.6	89.6	89.7	91.2
Carter	96.9	94.3	95.2	95.0	94.7	915.	94.1	93.7	93.4	94.7	94.3
Clark	97.4	96.6	96.2	95.4	94.5	92.5	95.2	96.0	94.6	94.9	95.4
Clay	94.6	92.3	92.9	91.4	91.1	88.7	92.2	92.4	91.7	92.0	92.0
Cochran	94.9	93.0	93.4	91.1	90.6	88.5	90.2	90.6	90.6	88.2	91.2
Emerson	97.7	95.8	93.6	91.2	93.8	91.0	93.5	94.2	91.9	94.7	93.9
Foster	96.7	95.1	96.5	95.2	94.7	92.9	93.5	94.4	94.0	94.2	94.7
Franklin	95.2	94.3	94.5	93.0	91.1	88.2	92.7	88.6	91.5	92.7	92.2
Frayser	98.0	96.2	95.5	94.6	93.2	92.1	94.6	94.4	94.0	94.1	94.8
Hazelwood	96.5	94.9	94.6	93.8	93.4	90.5	92.2	93.8	92.7	94.6	93.6
Heywood	95.8	94.0	93.5	93.1	91.7	88.6	91.5	91.8	91.5	93.7	92.4
Jacob	96.2	94.6	94.0	94.2	92.5	87.0	92.0	92.5	92.7	94.2	92.9
Johnston	97.0	95.5	95.2	94.5	91.8	89.7	92.2	92.4	92.1	93.6	93.4
Kennedy	96.3	93.2	93.4	93.9	92.7	90.2	92.8	92.8	90.9	90.8	92.8
King	96.3	95.5	94.9	94.8	93.7	89.7	93.7	93.2	92.8	93.3	93.7
Lincoln	95.7	94.0	93.1	90.9	89.1	86.3	90.7	90.9	89.8	92.7	91.2
Longfellow	98.1	96.5	95.6	94.4	94.0	91.5	94.4	95.4	95.3	93.8	94.9
Lowell	96.7	95.1	93.5	91.6	92.1	89.8	93.7	93.9	93.0	92.7	93.2
McFerran	96.8	94.3	94.6	93.7	92.7	89.6	92.9	93.4	92.7	91.3	93.3
Parkland	95.3	93.2	93.3	92.4	91.2	87.8	90.7	92.6	92.5	93.4	92.1
Portland	95.0	92.8	91.8	90.7	88.2	88.4	92.1	90.9	90.6	91.8	91.2
Rutherford	97.2	96.0	94.7	94.0	93.7	91.4	91.6	93.7	93.7	96.0	94.0
Shelby	96.4	94.4	94.3	92.6	89.3	89.1	92.1	92.5	94.2	92.3	92.7
Southwick	94.5	93.0	92.3	92.4	90.4	87.2	92.2	91.4	89.7	90.1	91.3
Talbert	95.8	92.0	90.0	91.5	88.1	86.3	90.9	90.6	8[illegible] 8	89.4	90.5
Tingley	94.0	91.1	92.3	90.6	88.6	85.6	89.1	91.1	89.4	88.9	90.1
Total Average	96.2	94.3	93.8	92.9	91.7	89.1	92.3	92.7	92.1	92.6	92.8

LOUISVILLE PUBLIC SCHOOLS

Percentage of Attendance by Months

1970-71

Elementary Schools	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
CONTROL SCHOOLS (Matching and Similar) --											
Belknap	98.0	95.7	96.5	96.3	96.4	95.0	95.8	95.8	95.2	95.5	93.0
Byck	94.9	91.0	93.8	92.7	90.3	87.4	91.1	92.4	91.1	90.7	91.5
Dolfinger	95.4	92.0	92.4	92.2	90.3	88.5	91.3	91.8	89.6	91.3	91.4
Field	97.9	97.3	96.9	96.1	95.0	94.4	94.5	96.0	95.4	94.8	95.8
Perry	96.6	93.6	93.2	90.4	89.4	85.9	91.5	92.0	90.5	89.8	91.3
Semple	97.3	95.4	95.0	94.3	93.4	92.0	94.6	95.0	93.8	94.0	94.5
Shawnee Elementary	96.2	94.2	94.5	92.9	92.2	89.6	92.3	92.5	92.1	91.5	92.8
Strother	95.5	93.0	93.6	89.6	93.0	91.4	94.8	91.9	91.2	92.8	93.0
Washington	95.4	92.6	92.8	91.7	90.8	87.9	90.7	91.0	90.7	90.2	91.4
Total Average	96.4	93.9	94.3	92.9	92.3	90.2	92.9	93.1	92.2	92.3	92.7
EXPERIMENTAL SCHOOLS (Focus and Impact) --											
Bloom	76.9	95.0	93.4	93.9	94.3	92.5	93.5	94.4	93.3	91.4	94.0
Carmichael	95.8	91.9	92.7	91.9	90.7	87.5	89.1	87.7	90.1	91.6	90.8
Coleridge-Taylor	97.1	95.0	94.7	94.2	93.1	90.0	92.5	91.9	91.7	91.6	93.1
Cotter	96.1	93.7	92.6	92.1	90.7	86.3	90.4	89.7	88.5	91.3	91.0
Engelhard	92.8	90.3	90.9	88.4	80.7	85.6	88.3	88.5	85.1	87.4	88.5
Jones	95.2	92.2	93.4	92.1	91.3	91.2	93.0	92.3	89.5	98.1	92.5
Marshall	95.2	90.8	91.5	91.6	90.6	89.0	91.7	90.5	90.5	90.9	91.2
Roosevelt	94.1	91.6	91.5	92.0	89.8	85.7	88.8	90.9	90.1	89.8	90.4
Wheatley	96.9	93.7	93.8	92.9	92.0	89.6	92.6	92.9	92.0	93.1	92.9
Total Average	95.6	92.7	92.7	92.1	91.1	88.6	91.1	90.9	90.1	91.7	91.6
Total Regular Schools	96.2	94.3	93.8	92.9	91.7	89.1	92.3	92.7	92.1	92.6	92.8
Total Control Schools	96.4	93.9	94.3	92.9	92.3	90.2	92.9	93.1	92.2	92.3	92.7
Total Experimental Schools	95.6	92.7	92.7	92.1	92.0	88.6	91.1	90.9	90.1	91.7	91.6
Total Average Elementary	96.0	93.9	93.8	92.7	91.7	89.3	92.2	92.5	91.8	92.4	92.6

LOUISVILLE PUBLIC SCHOOLS

Delinquency Referrals

1970-71

Y-D: year to date

Senior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City																				
Ahrens	0	0	0	0	1	1	0	1	2	3	1	4	0	4	0	4	0	4	1	5
Atherton	0	0	0	0	0	0	0	0	0	0	4	4	0	4	0	4	0	4	0	4
Central	4	4	3	7	0	7	0	7	0	11	0	11	2	13	0	13	0	13	0	13
Iroquois	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	2	0	2
Manual	2	2	0	2	1	3	4	7	3	10	2	12	1	13	5	18	0	18	0	18
Totals	6	6	3	9	2	11	4	15	9	24	8	32	3	35	5	40	1	41	1	42
Averages	1	1	.6	2	.4	2	.8	3	2	5	2	6	.6	7	1	8	.2	8	.2	8
Control																				
Male	0	0	1	1	0	1	0	1	0	1	1	2	2	4	3	7	0	7	0	7
Total and Average	0	0	1	1	0	1	0	1	0	1	1	2	2	4	3	7	0	7	0	7
Experimental																				
Shawnee	3	3	4	7	3	10	0	10	5	15	5	20	4	24	0	24	0	24	0	24
Total and Average	3	3	4	7	3	10	0	10	5	15	5	20	4	24	0	24	0	24	0	24
Totals for																				
Regular	6	6	3	9	2	11	4	15	9	24	8	32	3	35	5	40	1	41	1	42
Control	0	0	1	1	0	1	0	1	0	1	1	2	2	4	3	7	0	7	0	7
Experimental	3	3	4	7	3	10	0	10	5	15	5	20	4	24	0	24	0	24	0	24
All Schools	9	9	8	17	5	22	4	26	14	40	14	54	9	63	8	71	1	72	1	73
Averages for																				
Regular City	1	1	.6	2	.4	2	.8	3	2	5	2	6	.6	7	1	8	.2	8	.2	8
Control	0	0	1	1	0	1	0	1	0	1	1	2	2	4	3	7	0	7	0	7
Experimental	3	3	4	7	3	10	0	10	5	15	5	20	4	24	0	24	0	24	0	24
All Schools	1	1	1	2	.7	3	.6	4	2	6	2	8	1	9	1	10	.1	10	.1	10

LOUISVILLE PUBLIC SCHOOLS

Delinquency Referrals
1970-71

Y-D: year to year

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	June	Totals
Regular City																				
Barret	2	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2
Manly	1	1	2	3	5	8	0	8	2	10	5	15	3	18	4	22	2	24	1	25
Manual	0	0	1	1	6	7	3	10	1	11	4	15	3	18	1	19	2	21	0	21
Meyzeek	1	1	0	1	1	2	2	4	1	5	0	5	0	5	0	5	0	5	0	5
Southern	0	0	0	0	2	2	3	5	1	6	1	7	0	7	3	10	0	10	2	12
Western	0	0	0	0	6	6	3	9	6	15	0	15	5	20	2	22	3	25	1	26
Woerner	1	1	4	5	1	6	4	10	2	12	2	14	6	20	0	20	3	23	1	24
Totals	5	5	7	12	21	33	15	48	13	61	12	73	17	90	10	100	10	110	5	115
Averages	.7	.7	[illegible]	2	3	5	2	7	2	9	2	10	2	13	1	14	1	15	1	16
Control																				
Gottschalk	0	0	2	2	1	3	1	4	0	4	1	5	2	7	0	7	3	10	0	10
Highland	0	0	0	0	0	0	1	1	0	1	4	5	2	7	0	7	0	7	0	7
Totals	0	0	2	2	1	3	2	5	0	5	5	10	4	14	0	14	3	17	0	17
Averages	0	0	1	1	.5	2	1	3	0	3	3	5	2	7	0	7	2	9	0	9
Control #2																				
Meyzeek	1	1	0	1	1	2	2	4	1	5	0	5	0	5	0	5	0	5	0	5
Western	0	0	0	0	6	6	3	9	6	15	0	15	5	20	2	22	3	25	1	26
Woerner	1	1	4	5	1	6	4	10	2	12	2	14	6	20	0	20	3	23	1	24
Totals	2	2	4	6	8	14	9	23	9	32	2	34	11	45	2	47	6	53	2	55
Averages	.7	.7	1.3	2	2.7	4.7	3	7.7	3	10.7	.7	11.3	3.7	15	1	16	2	18	1	19
Experimental																				
DuValle	0	0	0	0	0	0	3	3	0	3	1	4	0	4	3	7	0	7	2	9
Parkland	3	3	0	3	4	7	3	10	5	15	6	21	9	30	0	30	2	32	4	36
Russell	5	5	5	10	2	12	0	12	4	16	3	19	5	24	0	24	0	24	0	24
Shawnee	3	3	2	5	0	5	1	6	2	8	1	9	1	10	3	13	3	16	0	16
Totals	11	11	7	18	6	24	7	31	11	42	11	53	15	68	6	74	5	79	6	85
Averages	3	3	2	5	2	6	2	8	3	11	3	13	4	17	2	19	1	20	1	21
Totals for																				
Regular City	5	5	7	12	21	33	15	48	13	61	12	73	17	90	10	100	10	110	5	115
Control	0	0	2	2	1	3	2	5	0	5	5	10	4	14	0	14	3	17	0	17
Control #2	2	2	4	6	8	14	9	23	9	32	2	34	11	45	2	47	6	53	2	55
Experimental	11	11	7	18	6	24	7	31	11	42	11	53	15	68	6	74	5	79	6	85
*All Schools	16	16	16	32	28	60	24	84	24	108	28	136	36	172	16	188	18	206	11	217

LOUISVILLE PUBLIC SCHOOLS - Delinquency Referrals 1970-71 (Continued)

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	June	Totals
Averages for																				
Regular City	.7	.7	1	2	3	5	2	7	2	9	2	10	2	13	1	14	1	15	1	16
Control	0	0	1	1	.5	2	1	3	0	3	3	5	2	7	0	7	2	9	0	9
Control #2	.7	.7	1.3	2	2.7	4.7	3	7.7	3	10.7	.7	11.3	3.7	15	1	16	2	18	1	19
Experimental	3	3	2	5	2	6	2	8	3	11	3	13	4	17	2	19	1	20	1	21
*All Schools	1	1	1	2	2	5	2	7	2	8	2	10	3	13	1	14	1	5	1	16

*This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Delinquency Referrals

1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City																				
Atkinson									1	1	0	1	0	1	0	1	0	1	0	1
Beechmont																				
Brandeis	0	0	1	1	0	1	0	1	0	1	0	1	1	2	0	2	0	2	0	2
Breckinridge																				
Carter																			1	1
Clark											1	1	0	1	0	1	1	2	1	3
Clay																				
Cochran	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Emerson																	1	1	0	1
Foster																				
Franklin	0	0	1	1	0	1	1	2	0	2	0	2	2	4	0	4	0	4	0	4
Frayser																				
Hazelwood																				
Heywood																				
Hill																				
Jacob															1	1	2	3	0	3
Johnston																				
Kennedy																				
King																				
Lincoln													1	1	1	2	0	2	0	2
Longfellow																				
Lowell																				
McFerran													1	1	0	1	0	1	0	1
Parkland																	1	1	0	1
Portland																				
Rutherford																				
Shelby																				
Southwick									1	1	1	2	0	2	0	2	0	2	0	2
Talbert																				
Tingley																				
Totals	1	1	2	3	0	3	1	4	2	6	3	9	5	14	3	17	5	22	2	24
Averages	.03	.03	.07	.1	0	.1	.03	.1	.07	.2	.1	.3	.2	.5	.1	.6	.2	.7	.1	.8

Delinquency Referrals

1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Control																				
Belknap																				
Byck																				
Dolfinger	1	1	0	1	0	1	1	2	1	3	0	3	0	3	1	4	1	5	0	5
Field																				
Perry																				
Semple																				
Shawnee	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Strother																				
Washington																				
Totals	2	2	0	2	0	2	1	3	1	4	0	4	0	4	1	5	1	6	0	6
Averages	.2	.2	0	.2	0	.2	.1	.3	.1	.4	0	.4	0	.4	.1	.5	.1	.6	0	.6
Experimental																				
Bloom																	1	1	0	1
Carmichael															1	1	0	1	0	1
Coleridge-Taylor																				
Cotter																				
Engelhard																				
Jones																				
Marshall	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Roosevelt													1	1	0	1	0	1	0	1
Wheatley																				
Totals	0	0	1	1	0	1	0	1	0	1	0	1	1	2	1	3	1	4	0	4
Average	0	0	.1	.1	0	.1	0	.1	0	.1	0	.1	.1	.2	.1	.3	.1	.4	0	.4
Totals for																				
Regular City	1	1	2	3	0	3	1	4	2	6	3	9	5	14	3	17	5	22	2	24
Control	2	2	0	2	0	2	1	3	1	4	0	4	0	4	1	5	1	6	0	6
Experimental	0	0	1	1	0	1	0	1	0	1	0	1	1	2	1	3	1	4	0	4
All Schools	3	3	3	6	0	6	2	8	3	11	3	14	6	20	5	25	7	32	2	34
Averages for																				
Regular City	.03	.03	.07	.1	0	.1	.03	.1	.07	.2	.1	.3	.2	.5	.1	.6	.2	.7	.1	.8
Control	.2	.2	0	.2	0	.2	.1	.3	.1	.4	0	.4	0	.4	.1	.5	.1	.6	0	.6
Experimental	0	0	.1	.1	0	.1	0	.1	0	.1	0	.1	.1	.2	.1	.5	.2	.7	0	.4
All Schools	.06	.06	.06	.1	0	.1	.04	.2	.06	.2	.06	.3	.1	.4	.1	.5	.2	.7	.1	.8

LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Senior Highs	SUMMER						SEPTEMBER						OCTOBER					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Ahrens	13	59	15	72	159	159	0	4	0	3	7	166	4	21	2	18	45	211
Atherton	1	32	0	48	81	81	0	0	0	0	0	81	0	12	0	6	18	99
Central	86	2	98	1	187	187	0	0	0	0	0	187	4	0	2	0	6	193
Manual	3	19	5	18	45	45	0	1	0	1	2	47	3	16	1	8	28	75
Iroquois	0	33	1	33	67	67	0	3	0	1	4	71	0	19	0	10	29	100
Totals	103	145	119	172	539	539	0	8	0	5	13	552	11	68	5	42	126	678
Averages	21	29	24	34	108	108	0	2	0	1	3	110	2	14	1	8	25	136
Control																		
Male	13	2	8	8	31	31	0	1	0	0	1	32	7	6	5	3	21	53
Total and Average	13	2	8	8	31	31	0	1	0	0	1	32	7	6	5	3	21	53
Experimental																		
Shawnee	44	25	47	27	143	143	1	2	0	0	3	146	16	1	11	5	33	179
Total and Average	44	25	47	27	143	143	1	2	0	0	3	146	16	1	11	5	33	179
Totals for																		
Regular City	103	145	119	172	539	539	0	8	0	5	13	552	11	68	5	42	126	678
Control	13	2	8	31	31	31	0	1	0	0	1	32	7	6	5	3	21	53
Experimental	44	25	47	27	143	143	1	2	0	0	3	146	16	1	11	5	33	179
All Schools	160	172	174	207	713	713	1	11	0	5	17	730	34	75	21	50	180	910
Averages for																		
Regular City	21	29	24	34	108	108	0	2	0	1	3	110	2	14	1	8	25	136
Control	13	2	8	8	31	31	0	1	0	0	1	32	7	6	5	3	21	53
Experimental	44	25	47	27	143	143	1	2	0	0	3	146	16	1	11	5	33	179
All Schools	23	25	25	30	102	102	.1	2	0	.7	2	104	5	10	3	7	25	130

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LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Senior Highs	NOVEMBER						DECEMBER						JANUARY					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Ahrens	6	19	1	6	32	243	7	12	2	10	31	274	4	11	0	13	28	302
Atherton	0	6	0	2	8	107	0	8	0	5	13	120	0	4	0	2	6	126
Central	38	0	21	0	59	252	21	0	16	1	38	290	21	0	28	0	49	339
Manual	2	12	1	3	18	93	4	5	1	3	13	106	3	12	0	8	23	129
Iroquois	0	3	0	6	9	109	0	9	0	8	17	126	0	7	0	5	12	138
Totals	46	40	23	17	126	804	32	34	19	27	112	916	28	34	28	28	118	1,034
Averages	9	8	5	3	25	161	6.4	6.8	3.8	5.4	22	183	6	7	6	6	24	207
Control																		
Male	32	8	16	8	64	117	16	5	20	4	45	162	11	2	5	2	20	182
Total and Average	32	8	16	8	64	117	16	5	20	4	45	162	11	2	5	2	20	182
Experimental																		
Shawnee	11	8	7	1	27	206	15	5	8	4	32	238	11	4	10	5	30	268
Total and Average	11	8	7	1	27	206	15	5	8	4	32	238	11	4	10	5	30	268
Totals for																		
Regular City	46	40	23	17	126	804	32	34	19	27	112	916	28	34	28	28	118	1,034
Control	32	8	16	8	64	117	16	5	20	4	45	162	11	2	5	2	20	182
Experimental	11	8	7	1	27	206	15	5	8	4	32	238	11	4	10	5	30	268
All Schools	89	56	46	26	217	1,127	63	44	47	35	189	1,316	50	40	43	35	168	1,484
Averages for																		
Regular City	9	8	5	3	25	161	6.4	6.8	3.8	5.4	22	183	6	7	6	6	24	207
Control	32	8	16	8	64	117	16	5	20	4	45	162	11	2	5	2	20	182
Experimental	11	8	7	1	27	206	15	5	8	4	32	238	11	4	10	5	30	268
All Schools	13	8	7	4	31	161	9	6	6.7	5	27	188	7	6	7	5	24	212

LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Senior Highs	FEBRUARY						MARCH						APRIL					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Ahrens	3	16	1	16	36	338	2	21	0	12	35	373	5	17	1	6	29	402
Atherton	0	9	0	2	11	137	0	6	0	3	9	146	0	5	0	4	9	155
Central	16	0	11	0	27	366	32	0	27	0	59	425	25	0	21	0	46	471
Manual	1	3	1	14	19	148	7	11	0	3	21	169	1	1	1	6	9	178
Iroquois	0	5	0	6	11	149	0	9	0	6	15	164	0	6	0	2	8	172
Totals	20	33	13	38	104	1138	41	47	27	24	139	1277	31	29	23	18	101	1378
Averages	4	7	3	8	21	228	8	9	5	5	28	255	6	6	5	4	20	276
Control																		
Male	14	8	12	0	34	216	10	1	7	0	18	234	14	7	7	0	28	262
Total and Average	14	8	12	0	34	216	10	1	7	0	18	234	14	7	7	0	28	262
Experimental																		
Shawnee	8	1	4	1	14	282	5	1	4	3	13	295	6	7	3	1	17	312
Total and Average	8	1	4	1	14	282	5	1	4	3	13	295	6	7	3	1	17	312
Totals for																		
Regular City	20	33	13	38	104	1138	41	47	27	24	139	1277	31	29	23	18	101	1378
Control	14	8	12	0	34	216	10	1	7	0	18	234	14	7	7	0	28	262
Experimental	8	1	4	1	14	282	5	1	4	3	13	295	6	7	3	1	17	312
All Schools	42	42	29	39	152	1636	56	49	38	27	170	1806	51	43	33	19	146	1952
Averages for																		
Regular City	4	7	3	8	21	228	8	9	5	5	28	255	6	6	5	4	20	276
Control	14	8	12	0	34	216	10	1	7	0	18	234	14	7	7	0	28	262
Experimental	8	1	4	1	14	282	5	1	4	3	13	295	6	7	3	1	17	312
All Schools	6	6	4	6	22	234	8	7	6	4	24	258	7	6	5	4	29	390

LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Senior Highs	MAY						Less Re-entries					Total				
	M		F		Totals		M		F		Totals	M		F		Totals
	B	W	B	W	Mo	Y-D	B	W	B	W	Y-D	B	W	B	W	Y-D
Regular City																
Ahrens	3	8	1	12	24	426	4	6	0	2	12	43	182	23	166	414
Atherton	0	8	0	2	10	165	0	0	0	1	1	1	90	0	73	164
Central	16	0	10	0	26	497	0	0	1	0	1	259	2	233	2	496
Manual	3	5	0	4	12	190	1	2	0	1	4	26	83	10	67	186
Iroquois	0	7	0	5	12	184	0	0	0	2	2	0	101	1	80	182
Totals	22	28	11	23	84	1462	5	8	1	6	20	329	458	267	388	1442
Averages	4	6	2	5	17	292	1	2	.2	1	4	66	92	53	77	288
Control																
Male	5	2	3	0	10	272	13	2	7	0	22	109	40	76	25	250
Total and Average	5	2	3	0	10	272	13	2	7	0	22	109	40	76	25	250
Experimental																
Shawnee	5	4	3	0	12	324	3	0	4	1	8	119	58	93	46	316
Total and Average	5	4	3	0	12	324	3	0	4	1	8	119	58	93	46	316
Totals for																
Regular City	22	28	11	23	84	1462	5	8	1	6	20	329	458	267	388	1442
Control	5	2	3	0	10	272	13	2	7	0	22	109	40	76	25	250
Experimental	5	4	3	0	12	324	3	0	4	1	8	119	58	93	46	316
All Schools	32	34	17	23	106	2058	21	10	12	7	50	557	556	436	459	2008
Averages for																
Regular City	4	6	2	5	17	292	1	2	.2	1	4	66	92	53	77	288
Control	5	2	3	0	10	272	13	2	7	0	22	109	40	76	25	250
Experimental	5	4	3	0	12	324	3	0	4	4	8	119	58	93	46	316
All Schools	5	5	2	3	15	294	3	1	2	1	7	80	80	62	65	287

LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	SUMMER						SEPTEMBER						OCTOBER					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Barret	0	15	3	7	25	25	0	0	0	0	0	25	0	0	0	0	0	25
Manual	1	4	0	1	6	6	0	0	0	0	0	6	0	2	0	3	5	11
Manly	17	26	20	27	90	90	0	1	0	0	1	91	0	1	1	1	3	94
Meyzeek	2	0	7	1	10	10	0	0	0	0	0	10	0	0	0	0	0	10
Southern	1	26	1	29	57	57	0	0	0	0	0	57	0	0	0	0	0	57
Western	4	40	3	26	73	73	0	0	0	0	0	73	0	4	0	0	4	77
Woerner	0	7	0	4	11	11	0	1	0	0	1	12	0	1	1	0	2	14
Totals	25	118	34	95	272	272	0	2	0	0	2	274	0	8	2	4	14	288
Averages	4	17	5	14	39	39	0	.3	0	0	.3	39	0	1.1	.3	.5	2	41
Control																		
Gottschalk	0	19	0	14	33	33	0	0	0	0	0	33	0	4	0	0	4	37
Highland	0	3	1	2	6	6	0	0	0	0	0	6	0	2	0	0	2	8
Totals	0	22	1	16	39	39	0	0	0	0	0	39	0	6	0	0	6	45
Averages	0	11	.5	8	20	20	0	0	0	0	0	20	0	3	0	0	3	23
Control #2																		
Meyzeek	2	0	7	1	10	10	0	0	0	0	0	10	0	0	0	0	0	10
Western	4	40	3	26	73	73	0	0	0	0	0	73	0	4	0	0	4	77
Woerner	0	7	0	4	11	11	0	1	0	0	1	12	0	1	1	0	2	14
Totals	6	47	10	31	94	94	0	1	0	0	1	95	0	5	1	0	6	101
Averages	2	16	3	10	31	31	0	.3	0	0	.3	32	0	2	.3	0	2	34
Experimental																		
DuValle	2	0	1	0	3	3	0	0	0	0	0	3	0	0	0	0	0	3
Parkland	44	9	36	6	95	95	0	0	0	0	0	95	0	0	0	0	0	95
Russell	57	1	42	1	101	101	0	0	0	0	0	101	0	0	0	0	0	101
Shawnee	24	17	22	15	78	78	0	0	0	0	0	78	0	0	0	0	0	78
Totals	127	27	101	22	277	277	0	0	0	0	0	277	0	0	0	0	0	277
Averages	32	7	25	6	69	69	0	0	0	0	0	69	0	0	0	0	0	69

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	NOVEMBER						DECEMBER						JANUARY					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Barret	0	0	0	2	2	27	0	0	0	1	1	28	0	0	1	1	2	30
Manual	1	1	0	1	3	14	0	3	0	0	3	17	0	4	0	1	5	22
Manly	0	0	0	1	1	95	0	2	0	0	2	97	0	2	1	3	6	103
Meyzeek	0	0	0	0	0	10	2	0	0	0	2	12	7	0	2	0	9	21
Southern	0	1	0	0	1	58	0	2	0	1	3	61	0	2	0	1	3	64
Western	0	1	0	1	2	79	0	3	0	0	3	82	0	3	0	2	5	87
Woerner	0	3	0	2	5	19	0	0	0	0	0	19	1	1	0	1	3	22
Totals	1	6	0	7	14	302	2	10	0	2	14	316	8	12	4	9	33	349
Averages	.1	.8	0	1	2	43	.3	1.4	0	.3	2	45	1	2	.5	1	5	50
Control																		
Gottschalk	0	3	0	1	4	41	0	1	0	0	1	42	0	2	0	0	2	44
Highland	0	1	0	0	1	9	0	1	0	0	1	10	0	1	0	1	2	12
Totals	0	4	0	1	5	50	0	2	0	0	2	52	0	3	0	1	4	56
Averages	0	2	0	.5	2.5	25	0	1	0	0	1	26	0	2	0	.5	2	28
Control #2																		
Meyzeek	0	0	0	0	0	10	2	0	0	0	2	12	7	0	2	0	9	21
Western	0	1	0	1	2	79	0	3	0	0	3	82	0	3	0	2	5	87
Woerner	0	3	0	2	5	19	0	0	0	0	0	19	1	1	0	1	3	22
Totals	0	4	0	3	7	108	2	3	0	0	5	113	8	4	2	3	17	130
Averages	0	1	0	1	2	36	.7	1	0	0	2	38	3	1	.7	1	6	44
Experimental																		
DuValle	1	0	0	0	1	4	0	0	0	0	0	4	0	0	0	3	3	7
Parkland	1	0	1	0	2	97	3	1	3	0	7	104	4	0	1	0	5	109
Russell	0	0	1	0	1	102	1	0	0	0	1	103	0	0	0	0	0	103
Shawnee	0	0	1	0	1	79	0	0	0	0	0	79	0	0	2	1	3	82
Totals	2	0	3	0	5	282	4	1	3	0	8	290	4	0	3	4	11	301
Averages	.5	0	.3	0	1.3	71	1	.2	.8	0	2	73	1	0	1	1	3	75

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	FEBRUARY						MARCH						APRIL					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Regular City																		
Barret	0	2	0	0	2	32	0	1	0	3	4	36	0	3	0	1	4	40
Manual	0	1	0	2	3	25	0	1	0	2	3	28	0	7	1	2	10	38
Manly	0	2	0	0	2	105	0	1	0	2	3	108	1	5	0	0	6	114
Meyzeek	2	0	3	0	5	26	5	0	5	3	13	39	4	1	1	0	6	45
Southern	0	1	0	0	1	65	0	0	0	0	0	65	0	1	0	5	6	71
Western	1	1	0	1	3	90	0	3	0	5	8	98	0	1	0	4	5	103
Woerner	1	2	1	4	8	30	0	1	0	1	2	32	0	2	0	2	4	36
Totals	4	9	4	7	24	373	5	7	5	16	33	406	5	20	2	14	41	447
Averages	1	1	1	1	3	53	1	1	1	2	5	58	1	3	1	2	6	64
Control																		
Gottschalk	0	2	0	2	4	48	0	0	0	2	2	50	0	2	0	1	3	53
Highland	0	0	0	1	1	13	0	1	0	0	1	14	0	0	0	0	0	14
Totals	0	2	0	3	5	61	0	1	0	2	3	64	0	2	0	1	3	67
Averages	0	1	0	2	3	31	0	.5	0	1	1.5	32	0	1	0	.5	1.5	34
Control #2																		
Meyzeek	2	0	3	0	5	26	5	0	5	3	13	39	4	1	1	0	6	45
Western	1	1	0	1	3	90	0	3	0	5	8	98	0	1	0	4	5	103
Woerner	1	2	1	4	8	30	0	1	0	1	2	32	0	2	0	2	4	36
Totals	4	3	4	5	16	146	5	4	5	9	23	169	4	4	1	6	15	184
Averages	1	1	1	2	5	49	2	1	2	3	8	56	1	1	3	2	5	61
Experimental																		
DuValle	0	0	0	0	0	7	0	0	0	0	0	7	0	0	0	0	0	7
Parkland	0	0	2	0	2	111	2	1	4	0	7	118	0	0	0	0	0	118
Russell	1	0	1	0	2	105	0	0	0	0	0	105	0	0	0	0	0	105
Shawnee	0	0	0	1	1	83	3	2	0	1	6	89	3	0	3	0	6	95
Totals	1	0	3	1	5	306	5	3	4	1	13	319	3	0	3	0	6	325
Averages	.3	0	1	.3	1	77	1	1	1	.2	3	80	1	0	1	0	1.5	81

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D: year to date; M; Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	MAY M B	MAY M W	MAY F B	MAY F W	MAY Totals Mo	MAY Totals Y-D	Less Re-entries M B	Less Re-entries M W	Less Re-entries F B	Less Re-entries F W	Less Re-entries Totals Y-D	Total M B	Total M W	Total F B	Total F W	Totals Y-D
Regular City																
Barret	0	1	0	1	2	42	0	0	1	0	1	0	22	3	16	41
Manual	2	2	0	0	4	42	0	0	0	0	0	4	25	1	12	42
Manly	0	2	0	0	2	116	0	0	0	0	0	18	42	22	34	116
Meyzeek	2	1	0	0	3	48	0	0	0	0	0	24	2	18	4	48
Southern	0	0	0	1	1	72	0	0	0	0	0	1	33	1	37	72
Western	0	2	1	1	4	107	0	1	0	0	1	5	57	4	40	106
Woerner	0	4	0	0	4	40	0	0	0	0	0	2	22	2	14	40
Totals	4	12	1	3	20	467	0	1	1	0	2	54	203	51	157	465
Averages	1	2	.1	.4	3	67	0	.1	.1	0	.3	8	29	7	22	66
Control																
Gottschalk	0	2	0	2	4	57	0	0	0	0	0	0	35	0	22	57
Highland	0	1	0	0	1	15	0	0	0	0	0	0	10	1	4	15
Totals	0	3	0	2	5	72	0	0	0	0	0	0	45	1	26	72
Averages	0	15	0	1	25	36	0	0	0	0	0	0	22.5	.5	13	36
Control #2																
Meyzeek	2	1	0	0	3	48	0	0	0	0	0	24	2	18	4	48
Western	0	2	1	1	4	107	0	1	0	0	1	5	57	4	40	106
Woerner	0	4	0	0	4	40	0	0	0	0	0	2	22	2	14	40
Totals	2	7	1	1	11	195	0	1	0	0	1	31	81	24	58	194
Averages	.6	2	.3	.3	4	65	0	.1	0	0	.1	10	27	8	20	65
Experimental																
DuValle	0	0	0	0	0	7	1	0	0	0	1	2	0	1	3	6
Parkland	0	0	2	0	2	120	0	0	0	0	0	54	11	49	6	120
Russell	0	0	0	0	0	105	1	0	0	0	1	58	1	44	1	104
Shawnee	1	0	1	0	2	97	0	1	0	0	1	31	18	29	18	96
Totals	1	0	3	0	4	329	2	1	0	0	3	145	30	123	28	326
Averages	.2	0	.7	0	1	82	.5	.2	0	0	.7	36	8	31	7	82

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	SUMMER						SEPTEMBER						OCTOBER					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Totals for																		
Regular City	25	118	34	95	272	272	0	2	0	0	2	274	0	8	2	4	14	288
Control	0	22	1	16	39	39	0	0	0	0	0	39	0	6	0	0	6	45
Control #2	6	47	10	31	94	94	0	1	0	0	1	95	0	5	1	0	6	101
Experimental	127	27	101	22	277	277	0	0	0	0	0	277	0	0	0	0	0	277
* All Schools	152	157	136	133	588	588	0	2	0	0	2	590	0	14	2	4	20	610
Averages for																		
Regular City	4	17	5	14	39	39	0	.3	0	0	.3	39	0	1.1	.3	.5	2	41
Control	0	11	.5	8	20	20	0	0	0	0	0	20	0	3	0	0	3	23
Control #2	2	16	3	10	31	31	0	.3	0	0	.3	32	0	2	.3	0	2	34
Experimental	32	7	25	6	69	69	0	0	0	0	0	69	0	0	0	0	0	69
* All Schools	12	13	10	10	45	45	0	.1	0	0	.1	45	0	1	.1	.3	1.5	45

* This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Dropout Information

1970-71

Y-D: year to date; M: Male; F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	NOVEMBER						DECEMBER						JANUARY					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Totals for																		
Regular City	1	6	0	7	14	302	2	10	0	2	14	316	8	12	4	9	33	349
Control	0	4	0	1	5	50	0	2	0	0	2	52	0	3	0	1	4	56
Control #2	0	4	0	3	7	108	2	3	0	0	5	113	8	4	2	3	17	130
Experimental	2	0	3	0	5	282	4	1	3	0	8	290	4	0	3	4	11	301
* All Schools	3	10	3	8	24	634	6	13	3	2	24	658	12	15	7	14	48	706
Averages for																		
Regular City	.1	.8	0	1	2	43	.3	1.4	0	.3	2	45	1	2	.5	1	5	50
Control	0	2	0	.5	2.5	25	0	1	0	0	1	26	0	2	0	.5	2	28
Control #2	0	1	0	1	2	36	.7	1	0	0	2	38	3	1	.7	1	6	44
Experimental	.5	0	.8	0	1.3	71	1	.2	.8	0	2	73	1	0	1	1	3	76
* All Schools	.2	.8	.2	.6	1.8	48	.5	1	.2	.1	1.9	50	1	1	1	1	4	54

* This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D year to date; M: Male: F: Female; B: Black; W: White; Mo: Monthly Totals

Junior Highs	FEBRUARY						MARCH						APRIL					
	M		F		Totals		M		F		Totals		M		F		Totals	
	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D	B	W	B	W	Mo	Y-D
Totals for																		
Regular City	4	9	4	7	24	373	5	7	5	16	33	406	5	20	2	14	41	447
Control	0	2	0	3	5	61	0	1	0	2	3	64	0	2	0	1	3	67
Control #2	4	3	4	5	16	146	5	4	5	9	23	169	4	4	1	6	15	184
Experimental	1	0	3	1	5	306	5	3	4	1	13	319	3	0	3	0	6	325
All Schools*	5	11	7	11	34	740	10	11	9	19	49	789	8	22	5	15	50	839
Averages for																		
Regular City	1	1	1	1	3	53	1	1	1	2	5	58	1	3	1	2	6	64
Control	0	1	0	2	3	31	0	.5	0	1	1.5	32	0	1	0	.5	1.5	34
Control #2	1	1	1	2	5	49	2	1	2	3	8	56	1	1	.3	2	5	61
Experimental	.3	0	1	.3	1	77	1	1	1	.2	3	80	1	0	1	0	1.5	81
All Schools*	.4	1	1	1	3	57	1	1	1	1	4	61	1	2	.4	1	4	64

*This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Dropout Information
1970-71

Y-D: year to date; M: Male; F: Female; B: Blacks: W: White; Mo: Monthly Totals

Junior Highs	MAY						Less Re-entries					Total				
	M		F		Totals		M		F		Totals	B		F		Totals
	B	W	B	W	Mo	Y-D	B	W	B	W	Y-D	B	W	B	W	Y-D
Totals for																
Regular City	4	12	1	3	20	467	0	1	1	0	2	54	203	51	157	465
Control	0	3	0	2	5	72	0	0	0	0	0	0	45	1	26	72
Control #2	2	7	1	1	11	195	0	1	0	0		31	81	24	58	194
Experimental	1	0	3	0	4	329	1	2	0	0	3	145	30	123	28	326
All Schools *	5	15	4	5	29	868	1	3	1	0	5	199	278	175	211	863
Averages for																
Regular City	1	2	.1	.4	3	67	0	.1	.1	0	.3	8	29	7	22	66
Control	0	1.5	0	1	2.5	36	0	0	0	0	0	0	22.5	.5	13	36
Control #2	.6	2	.3	.3	4	65	0	.1	0	0	.1	10	27	8	20	65
Experimental	.2	0	.7	0	1	82	.2	.5	0	0	.7	36	8	31	7	82
All Schools*	.4	1	.3	.4	2	67	.1	.2	.1	0	.4	15	21	14	16	66

*This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Suspensions by Month

1970-71

Y-D: year to date

Senior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Regular Schools --																				
Ahrens	1	1	5	6	12	18	8	26	6	32	8	40	4	44	3	47	3	50	1	51
Atherton	0	0	0	0	9	9	5	14	6	20	4	24	0	24	9	33	2	35	0	35
Central	27	27	20	47	16	63	0	63	4	67	3	70	2	72	0	72	0	72	0	72
Iroquois	4	4	8	12	3	15	4	19	6	25	6	31	14	45	10	55	1	56	0	56
Manual	9	9	16	25	28	53	19	72	11	83	8	91	15	106	13	119	12	131	0	131
Totals	41	41	49	90	68	158	36	194	33	227	29	256	35	291	35	326	18	344	1	345
Averages	8.2	8.2	9.8	18	13.6	31.6	72	38.8	6.6	45.4	5.8	51.2	7	58.2	7	65	4	69	.2	69
Control Schools (Matching and Similar) --																				
Male	2	2	1	3	4	7	7	14	2	16	6	22	6	28	5	33	1	34	0	34
Total	2	2	1	3	4	7	7	14	2	16	6	22	6	28	5	33	1	34	0	34
Average	2	2	1	3	4	7	7	14	2	16	6	22	6	28	5	33	1	34	0	34
Experimental Schools (Focus and Impact) --																				
Shawnee	32	32	21	53	8	61	10	71	6	77	5	82	4	86	0	86	0	86	0	86
Total	32	32	21	53	8	61	10	71	6	77	5	82	4	86	0	86	0	86	0	86
Average	32	32	21	53	8	61	10	71	6	77	5	82	4	86	0	86	0	86	0	86
Total 1970-71	75	75	71	146	80	226	53	279	41	320	40	360	45	405	40	445	19	464	1	465
Total 1969-70	46	46	73	119	51	170	33	203	19	222	27	249	36	285	60	345	49	394	0	394
Total Regular City 1970-71	41	41	49	90	68	158	36	194	33	227	29	256	35	291	35	326	18	344	1	345
Total Regular City 1969-70	28	28	42	70	21	91	25	116	15	131	11	142	24	166	50	216	36	252	0	252
Total Control 1970-71	2	2	1	3	4	7	7	14	2	16	6	22	6	28	5	33	1	34	0	34
Total Control 1969-70	10	10	4	14	1	15	0	15	2	17	0	17	0	17	0	17	0	17	0	17
Total Exper. 1970-71	32	32	21	53	8	61	10	71	6	77	5	82	4	86	0	86	0	86	0	86
Total Exper. 1969-70	8	8	27	35	29	64	8	72	2	74	16	90	12	102	10	112	13	125	0	125

LOUISVILLE PUBLIC SCHOOLS
Suspensions by Month
1970-71

Y-D: year to date

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	June	Total
Regular Schools																				
Barret	6	6	4	10	3	13	0	13	5	18	9	27	5	32	4	36	5	41	0	41
Manly	12	12	24	36	29	65	21	86	30	116	35	151	34	185	27	212	12	224	8	232
Manual	1	1	5	6	15	21	9	30	11	41	34	75	23	98	10	108	100	208	25	233
Meyzeek	1	1	11	12	4	16	12	28	6	34	7	41	22	63	5	68	6	74	2	76
Southern	20	20	49	69	20	89	12	101	15	116	11	127	24	151	15	166	20	186	8	194
Western	19	19	28	47	19	66	24	90	25	115	16	131	5	136	2	138	3	141	1	142
Woerner	2	2	18	20	30	50	15	65	13	78	5	83	7	90	0	90	3	93	1	94
Total	61	61	139	200	120	320	93	413	105	518	117	635	120	755	63	818	149	967	45	1012
Average	8.7	8.7	19.8	28.5	17.1	45.7	13.2	59.0	15	74	16.7	90.7	17.1	107.8	9	117	21	138	6	144
Control Schools (Matching and Similar)																				
Gottschalk	15	15	37	52	37	89	31	120	6	126	11	137	40	177	6	183	20	203	7	210
Highland	0	0	0	0	7	7	21	28	2	30	16	46	8	54	13	67	0	67	0	67
Total	15	15	37	52	44	96	52	148	8	156	27	183	48	231	19	250	20	270	7	277
Average	7.5	7.5	18.5	26.0	22.0	48.0	26.0	74.0	4	78	13.5	91.5	24	115.5	9.5	125	10	135	3.5	139
Control Schools #2																				
Meyzeek	1	1	11	12	4	16	12	28	6	34	7	41	22	63	5	68	6	74	2	76
Western	19	19	28	47	19	66	24	90	25	115	16	131	5	136	2	138	3	141	1	142
Woerner	2	2	18	20	30	50	15	65	13	78	5	83	7	90	0	90	3	93	1	94
Total	22	22	57	79	53	132	51	183	44	227	28	255	34	289	7	296	12	308	4	312
Average	7.3	7.3	19	26.3	17.7	44	17	61	14.7	75.7	9.3	85	11.3	96.3	2	99	4	103	1	104
Experimental Schools (Focus and Impact)																				
DuValle	0	0	0	0	2	2	3	5	0	5	1	6	1	7	3	10	2	12	2	14
Parkland	3	3	4	7	8	15	15	30	11	41	8	49	11	60	1	61	2	63	4	67
Russell	7	7	5	12	2	14	0	14	4	18	5	23	9	32	6	38	0	38	1	39
Shawnee	3	3	3	6	13	19	5	24	6	30	2	32	3	35	4	39	3	42	2	44
Total	13	13	12	25	25	50	23	73	21	94	16	110	24	134	14	148	7	155	9	164
Average	3.2	3.2	3.0	6.2	6.2	12.5	5.7	18.2	5	24	4.0	27.5	6.0	33.5	4	37	2	39	2	41

LOUISVILLE PUBLIC SCHOOLS

Suspensions by Month

1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Regular City Schools --																				
Atkinson	0		0		1	1	1	2	1	3	0	3	0	3	0	3	0	3	0	3
Beechmont																				
Brandeis	0		1	1	0	1	0	1	0	1	0	1	1	2	0	2	0	2	0	2
Breckinridge	0		1	1	0	1	2	3	2	5	18	23	1	24	1	25	0	25	0	25
Carter	1	1	0	1	0	1	0	1	2	3	1	4	0	4	0	4	0	4	1	5
Clark	0		0		1	1	1	2	0	2	1	3	0	3	0	3	1	4	1	5
Clay																				
Cochran	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Emerson																				
Foster																				
Franklin	6	6	4	10	0	10	1	11	1	12	5	17	3	20	1	21	2	23	0	23
Frayser													1	1	0	1	0	1	0	1
Hazelwood																				
Heywood	0		0		0		1	1	0	1	1	2	0	2	1	3	1	4	0	4
Jacob															1	1	2	3	0	3
Johnston																				
Kennedy																				
King																				
Lincoln													1	1	1	2	0	2	0	2
Longfellow															1	1	0	1	0	1
Lowell	0		3	3	1	4	0	4	0	4	1	5	0	5	0	5	0	5	0	5
McFerran													1	1	0	1	0	1	0	1
Parkland													1	1	0	1	0	1	0	1
Portland																				
Rutherford																				
Shelby																				
Southwick	0		0		0		2	2	1	3	1	4	0	4	0	4	0	4	0	4
Talbert																				
Tingley																				
Total	8	8	9	17	3	20	8	28	7	35	28	63	8	71	6	77	8	85	2	87
Average	.27	.27	.31	.58	.10	.68	.27	.90	.24	1	.9	2.1	.26	24	.2	2.7	.3	3	.1	.3

LOUISVILLE PUBLIC SCHOOLS
Suspensions by Month
1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Control Schools (Matching and Similar) --																				
Belknap																				
Byck																				
Dolfinger	1	1	0	1	0	1	1	2	1	3	0	3	0	3	1	4	1	5	0	5
Field																				
Perry																				
Semple																				
Shawnee	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Strother																				
Washington																				
Total	2	2	0	2	0	2	1	3	1	4	0	4	0	4	1	5	1	6	0	6
Average	.2	.2	0	.2	0	.2	.1	.3	.1	.4	0	.4	0	.4	1	.5	.1	.7	0	.7
Experimental Schools (Focus and Impact) --																				
Bloom																	1	1	0	1
Carmichael															1	1	0	1	0	1
Coleridge-Taylor																				
Cotter																				
Engelhard																				
Jones																				
Marshall	0		1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	2	0	2
Roosevelt	0		2	2	3	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5
Wheatley													1	1	0	1	0	1	0	1
Total	0		3	3	3	6	0	6	0	6	0	6	1	7	1	8	2	10	0	10
Average	0		.3	.3	.3	.6	0	.6	0	.6	0	.7	.1	.8	.1	.9	.2	1	0	1

LOUISVILLE PUBLIC SCHOOLS

Tardiness
1970-71

Y-D: year to date

Senior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D
Regular City												
Ahrens	859	859	1079	1938	943	2881	936	3817	779	4596	817	5413
Atherton	367	367	623	990	735	1725	857	2582	993	3575	906	4481
Central	794	794	731	1525	801	2326	472	2798	818	3616	754	4370
Iroquois	330	330	657	987	691	1678	810	2488	1469	3957	924	4881
Manual	681	681	1055	1736	1152	2888	1184	4072	1371	5443	1381	6824
Totals	3031	3031	4145	7176	4322	11498	4259	15757	5430	21187	4782	25969
Averages	606	606	829	1435	864	2300	852	3152	1086	4237	956	5194
Control												
Male	90	90	1024	1114	1790	2904	3844	6748	4334	11082	4387	15469
Total and Average	90	90	1024	1114	1790	2904	3844	6748	4334	11082	4387	15469
Experimental												
Shawnee	1456	1456	2915	4371	2651	7022	2364	9386	2756	12142	2384	14526
Total and Average	1456	1456	2915	4371	2651	7022	2364	9386	2756	12142	2384	14526
Totals for												
Regular	3031	3031	4145	7176	4322	11498	4259	15757	5430	21187	4782	25969
Control	90	90	1024	1114	1790	2904	3844	6748	4334	11082	4387	15469
Experimental	1456	1456	2915	4371	2651	7022	2364	9386	2756	12142	2384	14526
All Schools	4577	4577	8084	12661	8763	21424	10467	31891	12520	44411	11553	55964
Averages for												
Regular City	606	606	829	1435	864	2300	852	3152	1086	4237	956	5194
Control	90	90	1024	1114	1790	2904	3844	6748	4334	11082	4387	15469
Experimental	1456	1456	2915	4371	2651	7022	2364	9386	2756	12142	2384	14526
All Schools	654	654	1155	1809	1252	3061	1495	4556	1789	6344	1650	7995

Tardiness

1970-71

Y-D: year to date

Senior Highs	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City								
Ahrens	655	6068	575	6643	757	7400	268	7668
Atherton	955	5436	698	6134	1135	7269	298	7567
Central	751	5123	644	5765	613	6378	188	6566
Iroquois	1028	5909	959	6868	1380	8248	1876	10124
Manual	1580	8404	1465	9869	1876	11745	375	12120
Totals	4969	30938	4341	35279	5761	41040	3005	44045
Averages	994	6188	868	7056	1152	8208	601	8309
Control								
Male	4575	20044	3881	23925	4310	28235	1196	29431
Total and Average	4575	20044	3881	23925	4310	28235	1196	29431
Experimental								
Shawnee	2331	16857	2351	19208	3040	22248	638	22886
Total and Average	2331	16857	2351	19208	3040	22248	638	22886
Totals for								
Regular	4969	30938	4341	35279	5761	41040	3005	44045
Control	4575	20044	3881	23925	4310	28235	1196	29431
Experimental	2331	16857	2351	19208	3040	22248	638	22886
All Schools	11875	67839	10573	78412	13111	91523	4839	96362
Averages for								
Regular City	994	6188	868	7056	1152	8208	601	8809
Control	4575	20044	3881	23925	4310	28235	1196	29431
Experimental	2331	16857	2351	19208	3040	22248	638	22886
All Schools	1696	9691	1510	11202	1873	13075	691	13766

LOUISVILLE PUBLIC SCHOOLS

Tardiness

1970-71

Y-D: year to date

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D
Regular City												
Barret	302	302	500	802	557	1359	597	1956	766	2722	772	3494
Manly	660	660	1262	1922	1155	3077	1554	4631	1498	6129	1295	7424
Manual	628	628	1020	1648	1069	2717	1178	3895	1491	5386	1582	6968
Meyzeek	88	88	393	481	164	645	108	753	183	936	146	1082
Southern	407	407	700	1107	547	1654	622	2276	653	2929	740	3669
Western	819	819	1500	2319	979	3298	1298	4596	1604	6200	1321	7521
Woerner	442	442	633	1075	523	1598	646	2244	567	2811	529	3340
Totals	3346	3346	6008	9354	4994	11348	6003	20351	6762	27113	6385	33498
Averages	478	478	858	1336	713	2050	858	2907	966	3873	912	4785
Control												
Gottschalk	179	179	273	452	222	674	256	930	375	1305	355	1660
Highland	299	299	443	742	357	1099	695	1794	547	2341	669	3010
Totals	478	478	716	1194	579	1773	951	2724	922	3646	1024	4670
Averages	239	239	358	597	290	887	476	1862	461	1823	512	2335
Control #2												
Meyzeek	88	88	393	481	164	645	108	753	183	936	146	1082
Western	819	819	1500	2319	979	3298	1298	4596	1604	6200	1321	7521
Woerner	442	442	633	1075	523	1598	646	2244	567	2811	529	3340
Totals	1349	1349	2526	3875	1666	5541	2052	7593	2354	9947	1996	11943
Averages	450	450	842	1292	555	1847	684	2531	785	3216	665	3981

Experimental												
DeValle	814	814	1252	2066	898	2964	562	3526	988	4514	714	5228
Parkland	610	610	2554	3164	2986	6150	2836	8986	2747	11733	2174	13907
Russell	570	570	1133	1703	830	2533	1030	3563	1709	5272	1474	6746
Shawnee	438	438	3696	4134	2929	7063	3737	10800	4128	14928	3249	18177
Totals	2432	2432	8635	11067	7643	18710	8165	26875	9572	36447	7611	44058
Averages	608	608	2171	2767	1911	4677	2041	6719	2393	9112	1903	11015
Totals for												
Regular City	3346	3346	6008	9354	4994	14348	6003	20351	6762	27113	6385	33498
Control	478	478	716	1194	579	1773	951	2724	922	3646	1024	4670
Control #2	1349	1349	2526	3875	1666	5541	2052	7593	2354	9947	1996	11943
Experimental	2432	2432	8635	11067	7643	18710	8165	26875	9572	36447	7611	44058
* All Schools	6256	6256	15359	21615	13216	34831	15119	49950	17256	67206	15020	82226
Averages for												
Regular City	478	478	858	1336	713	2050	858	2907	966	3873	912	4785
Control	239	239	358	597	290	887	476	1362	461	1823	512	2335
Control #2	450	450	842	1292	555	1547	684	2531	785	3316	665	3981
Experimental	608	608	2171	2767	1911	4677	2041	6719	2393	9112	1903	11015
* All Schools	481	481	1181	1663	1017	2679	1163	3842	1327	5170	1155	6325

* This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

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LOUISVILLE PUBLIC SCHOOLS

Tardiness

1970-71

Y-D: year to date

Junior Highs	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City								
Barret	775	4269	769	5038	1021	6059	291	6350
Manly	1455	8879	1148	10027	1669	11696	495	12191
Manual	1548	8516	1401	9917	984	10901	368	11269
Meyzeek	164	1246	107	1353	150	1503	7	1510
Southern	609	4278	616	4894	823	5717	267	5984
Western	1823	9344	1562	10906	2029	12935	602	13537
Woerner	448	3788	522	4310	626	4936	147	5083
Totals	6822	40320	6125	46445	7302	53747	2177	55924
Averages	975	5762	875	6635	1043	7678	311	7989
Control								
Gottschalk	274	1934	228	2162	299	2461	93	2554
Highland	725	3735	729	4464	995	5459	284	5743
Totals	999	5669	957	6626	1294	7920	377	8297
Averages	500	2835	479	3313	647	3960	189	4149
Control #2								
Meyzeek	164	1246	107	1353	150	1503	7	1510
Western	1823	9344	1562	10906	2029	12935	602	13537
Woerner	448	3788	522	4310	626	4936	147	5083
Totals	2435	14378	2191	16569	2805	19374	756	20130
Averages	812	4793	730	5523	935	6458	252	6710

Experimental								
DuValle	746	5974	898	6872	561	7433	209	7642
Parkland	2767	16674	2719	19393	2772	22165	578	22743
Russell	1333	8079	1395	9474	1489	10963	277	11240
Shawnee	3925	22102	3841	25943	4770	30713	861	31574
Totals	8771	52829	8853	61682	9592	71274	1925	73199
Averages	2193	13207	2213	15421	2398	17819	481	18300
Totals for								
Regular City	6822	40320	6125	46445	7302	53747	2177	55924
Control	999	5669	957	6626	1294	7920	377	8297
Control #2	2435	14378	2191	16569	2805	19374	756	20130
Experimental	8771	52829	8853	61682	9592	71274	1925	73199
* All Schools	16592	98818	15935	114753	18188	132941	4479	137420
Averages for								
Regular City	975	5762	875	6635	1043	7678	302	7989
Control	500	2835	479	3313	647	3960	189	4149
Control #2	812	4793	730	5523	935	6458	252	6710
Experimental	2193	13207	2213	15421	2398	17819	481	18300
* All Schools	1276	7601	1226	8827	1399	10226	345	10571

* This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Tardiness
1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D
Regular City										
Atkinson	326	326	381	707	252	959	400	1359	412	1771
Beechmont	47	47	51	98	31	129	44	173	34	207
Brandeis	305	305	376	681	317	998	387	1385	348	1733
Breckinridge	23	23	65	88	51	139	76	215	64	279
Carter	114	114	256	370	119	489	165	654	212	866
Clark	60	60	100	160	133	293	123	416	125	541
Clay	81	81	99	180	139	319	200	519	235	754
Cochran	97	97	142	239	108	347	100	447	164	611
Emerson	76	76	130	206	75	281	95	376	91	467
Foster	127	127	202	329	206	535	209	744	226	970
Franklin	103	103	99	202	88	290	87	377	186	563
Frayser	69	69	111	180	109	289	84	373	146	519
Hazelwood	65	65	84	149	69	218	92	310	1108	1418
Heywood	47	47	77	124	71	195	80	275	113	388
Jacob	41	41	106	147	110	257	92	349	113	462
Johnston	21	21	37	58	42	100	51	151	46	197
Kennedy	32	32	59	91	52	143	62	205	72	277
King	151	151	284	435	132	567	197	764	259	1023
Lincoln	284	284	215	499	188	687	258	945	301	1246
Longfellow	29	29	62	91	58	149	65	214	60	274
Lowell	64	64	116	180	80	260	115	375	150	525
McFerran	275	275	508	783	378	1161	427	1588	451	2039
Parkland	92	92	283	375	184	559	208	767	174	941
Portland	50	50	92	142	84	226	93	319	167	486
Rutherford	73	73	96	169	133	302	121	423	179	602
Shelby	72	72	123	195	133	328	192	520	136	656
Southwick	64	64	70	134	48	182	82	264	99	363
Talbert			107	107	93	200	91	291	31	322
Tingley	71	71	133	204	125	329	115	444	144	588
Totals	2859	2859	4464	7323	3608	10931	4311	15242	5846	21088
Averages	99	99	154	253	124	377	149	526	202	728

LOUISVILLE PUBLIC SCHOOLS

Tardiness

1970-71

Y-D: year to date

Elementary	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City										
Atkinson	239	2010	242	2252	373	2625	508	3133	156	3289
Beechmont	71	278	39	317	60	377	79	456	11	467
Brandeis	368	2101	273	2374	298	2672	200	2872	100	2972
Breckinridge	45	324	66	390	30	420	73	493	23	516
Carter	146	1012	198	1210	264	1474	284	1758	57	1815
Clark	129	670	114	784	96	880	129	1009	45	1054
Clay	243	997	326	1323	340	1663	390	2053	123	2176
Cochran	117	728	91	819	75	894	150	1044	33	1077
Emerson	102	569	93	662	72	734	147	881	57	938
Foster	244	1214	150	1364	153	1517	258	1775	90	1865
Franklin	133	696	103	799	119	918	122	1040	34	1074
Frayser	148	667	102	769	83	852	138	990	28	1018
Hazelwood	48	1466	75	1541	64	1605	119	1724	0	1724
Heywood	122	510	80	590	111	701	120	821	49	870
Jacob	118	580	150	730	89	819	147	966	49	1015
Johnston	44	241	65	306	73	379	69	448	17	465
Kennedy	39	316	54	370	94	464	56	520	16	536
King	268	1291	281	1572	261	1833	441	2274	75	2349
Lincoln	236	1482	187	1669	200	1869	355	2224	74	2298
Longfellow	43	317	40	357	60	417	52	469	19	488
Lowell	80	605	77	682	81	763	142	905	37	942
McFerran	420	2459	558	3017	487	3504	543	4047	183	4230
Parkland	225	1166	197	1363	198	1561	268	1829	0	1829
Portland	146	632	119	751	91	842	100	942	47	989
Rutherford	219	821	183	1004	138	1142	180	1322	25	1347
Shelby	113	769	109	878	100	978	158	1136	59	1195
Southwick	131	494	137	631	92	723	88	811	21	832
Talbert	211	533	96	629	103	732	129	861	0	861
Tingley	103	691	76	767	66	833	73	906	20	926
Totals	4551	25639	4281	29920	4271	34191	5518	39709	1448	41157
Averages	157	884	148	1032	147	1179	190	1369	50	1419

Tardiness

1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D
Control										
Belknap	19	19	26	45	62	107	62	169	62	231
Byck	136	136	202	338	163	501	264	765	252	1017
Dolfinger	73	73	93	166	67	233	80	313	138	451
Field	7	7	40	47	51	98	82	180	65	245
Perry	130	130	220	350	197	547	196	743	248	991
Semple	103	103	151	254	104	358	114	472	90	562
Shawnee	269	269	391	660	354	1014	519	1533	595	2128
Strother	35	35	44	79	91	170	43	213	76	289
Washington	0	0	126	126	14	140	45	185	88	273
Totals	772	772	1293	2065	1103	3168	1405	4573	1614	6187
Averages	86	86	144	229	123	352	156	508	179	687
Experimental										
Bloom	35	35	36	71	69	140	86	226	89	315
Carmichael	178	178	438	616	255	871	363	1234	315	1549
Coleridge-Taylor	34	34	123	157	132	289	125	414	104	518
Cotter	21	21	18	39	33	72	27	99	45	144
Engelhard	80	80	199	279	203	482	305	787	319	1106
Jones	38	38	103	141	86	227	74	301	47	348
Marshall	23	23	109	132	40	172	71	243	36	279
Roosevelt	196	196	420	616	294	910	270	1180	271	1451
Wheatley	109	109	178	287	92	379	121	500	304	804
Totals	714	714	1624	2338	1204	3542	1442	4984	1530	6514
Averages	79	79	181	260	134	394	160	554	170	724
Totals for										
Regular City	2859	2859	4464	7323	3608	10931	4311	15242	5846	21088
Control	772	772	1293	2065	1103	3168	1405	4573	1614	6187
Experimental	714	714	1624	2338	1204	3542	1442	4984	1530	6514
All Schools	4345	4345	7381	11726	5915	17641	7158	24799	8990	33789
Averages for										
Regular City	99	99	154	253	124	377	149	526	202	728
Control	86	86	144	229	123	352	156	508	179	687
Experimental	79	79	181	260	134	394	160	554	170	724
All Schools	92	92	157	249	126	375	152	528	191	[illegible]

1970-71

Y-D: year to date

Elementary	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Control										
Belknap	50	281	45	326	41	367	43	410	26	436
Byck	171	1388	242	1430	217	1647	225	1872	55	1927
Dolfinger	100	551	115	666	126	792	140	932	48	980
Field	72	317	84	401	45	446	83	529	12	541
Perry	175	1166	174	1340	185	1525	203	1728	74	1802
Semple	69	631	69	700	63	763	79	842	11	853
Shawnee	496	2624	463	3087	401	3488	579	4067	199	4266
Strother	112	401	73	479	96	575	61	636	22	658
Washington	37	310	5	315	73	388	76	464	537	1001
Totals	1282	7469	1275	8744	1247	9991	1489	11480	984	12464
Averages	142	830	142	972	139	1110	165	1276	109	1385
Experimental										
Bloom	68	383	57	440	57	497	74	571	33	604
Carmichael	335	1885	338	2223	214	2437	346	2783	127	2910
Coleridge-Taylor	106	624	100	724	120	844	203	1047	25	1072
Cotter	19	163	24	187	49	236	56	292	17	309
Engelhard	237	1343	322	1665	257	1922	353	2285	86	2371
Jones	33	381	21	402	70	472	92	564	4	568
Marshall	44	323	61	384	96	480	85	565	20	585
Roosevelt	281	1732	240	1972	380	2352	490	2842	138	2980
Wheatley	236	1040	294	1334	322	1656	515	2171	100	2271
Totals	1360	7874	1457	9331	1565	10896	2224	13120	550	13670
Averages	151	875	162	1037	174	1211	244	1458	61	1519
Totals for										
Regular City	4551	25639	4281	29920	4271	34191	5518	39709	1448	41157
Control	1282	7469	1275	8744	1247	9991	1489	11480	984	12464
Experimental	1360	7874	1457	9331	1565	10896	2224	13120	550	13670
All Schools	7193	40982	7013	47995	7083	55078	9231	64309	2982	67291
Averages for										
Regular City	157	884	148	1032	147	1179	190	1369	50	1419
Control	142	830	142	972	139	1110	165	1276	109	1385
Experimental	151	875	162	1037	174	1211	244	1458	61	1519
All Schools	153	872	149	1021	151	1172	196	1368	53	1432

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1970-71

Y-D: year to date

Senior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Totals
Regular City																				
Ahrens	0	0	3	3	27	30	0	30	3	33	0	33	0	33	1	34	9	43	0	43
Atherton	0	0	0	0	23	23	10	33	10	43	15	58	59	117	0	117	0	117	18	135
Central	6	6	0	6	102	108	0	108	0	108	0	108	36	144	0	144	0	144	0	144
Iroquois	0	0	0	0	46	46	0	46	0	46	0	46	34	80	0	80	20	100	0	100
Manual	0	0	19	19	51	70	19	89	0	89	3	92	79	171	55	226	49	275	0	275
Totals	6	6	22	28	249	277	29	306	13	319	18	337	208	545	56	601	78	679	18	697
Averages	1	1	4	6	50	55	5	61	3	64	4	68	42	109	11	120	16	136	4	140
Control																				
Male	35	35	0	35	12	47	0	47	13	60	5	65	25	90	13	103	12	115	1	116
Totals and Averages	35	35	0	35	12	47	0	47	13	60	5	65	25	90	13	103	12	115	1	116
Experimental																				
Shawnee	0	0	19	19	62	81	0	81	0	81	37	118	17	135	8	143	21	164	6	170
Total and Average	0	0	19	19	62	81	0	81	0	81	37	118	17	135	8	143	21	164	6	170
Totals for																				
Regular City	6	6	22	28	249	277	29	306	13	319	18	337	208	545	56	601	78	679	18	697
Control	35	35	0	35	12	47	0	47	13	60	5	65	25	90	13	103	12	115	1	116
Experimental	0	0	19	19	62	81	0	81	0	81	37	118	17	135	8	143	21	164	6	170
All Schools	41	41	41	82	323	405	29	434	26	460	60	520	250	770	77	847	111	958	25	983
Averages for																				
Regular City	1	1	4	6	50	55	5	61	3	64	4	68	42	109	11	120	16	136	4	140
Control	35	35	0	35	12	47	0	47	13	60	5	65	25	90	13	103	12	115	1	116
Experimental	0	0	19	19	62	81	0	81	0	81	37	118	17	135	8	143	21	164	6	170
All Schools	6	6	6	12	46	58	4.1	62	3.7	65.7	8.6	74.3	36	110	11	121	16	137	4	141

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month
1970-71

Y-D: year to date

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	June	Totals
Regular City																				
Barret	0	0	0	0	26	26	3	29	15	44	0	44	10	54	0	54	0	54	0	54
Manly	3	3	55	58	3	61	19	80	0	80	0	80	59	139	37	176	0	176	70	246
Meyzeek	0	0	0	0	140	140	30	170	0	170	12	182	0	182	0	182	137	319	0	319
Southern	0	0	0	0	141	141	3	144	0	144	0	144	53	197	0	197	0	197	0	197
Western	0	0	82	82	23	105	61	166	15	181	0	181	41	222	0	222	82	304	0	304
Woerner	2	2	47	49	0	49	10	59	0	59	0	59	42	101	2	103	35	138	0	138
Total	5	5	184	189	333	522	126	648	30	678	12	690	205	895	39	934	254	1188	70	1258
Average	.9	.9	30.7	31.5	56	87	21	108	5	113	2	115	34	149	7	156	42	198	12	210
Control																				
Gottschalk	0	0	1	1	78	79	15	94	0	94	0	94	56	150	0	150	26	176	0	176
Highland	6	6	0	6	36	42	19	61	7	68	0	68	23	91	0	91	30	121	0	121
Total	6	6	1	7	114	121	34	155	7	162	0	162	79	241	0	241	56	297	0	297
Average	3	3	.5	3.5	57	60.5	17	77.5	3.5	81	0	81	40	121	0	121	28	149	0	149
Control #2																				
Meyzeek	0	0	0	0	140	140	30	170	0	170	12	182	0	182	0	182	137	319	0	319
Western	0	0	82	82	23	105	61	166	15	181	0	181	41	222	0	222	82	304	0	304
Woerner	2	2	47	49	0	49	10	59	0	59	0	59	42	101	2	103	35	138	0	138
Total	2	2	129	131	163	294	101	395	15	410	12	422	83	505	2	507	254	761	0	761
Average	.7	.7	43	44	54	98	34	132	5	137	4	140.7	28	168	0.7	169	85	254	0	254
Experimental																				
DuValle	147	147	875	1,022	6	1,028	45	1,073	4	1,077	0	1,077	47	1,124	5	1,129	17	1,146	0	1,146
Parkland	341	341	0	341	258	599	117	716	9	725	192	917	0	917	223	1,140	94	1,234	0	1,234
Russell	0	0	0	0	0	0	89	89	0	89	74	163	0	163	0	163	0	163	0	163
Shawnee	0	0	165	165	29	194	51	245	8	253	56	309	59	368	0	368	168	536	0	536
Total	488	488	1,040	1,528	293	1,821	302	2,123	21	2,144	322	2,466	106	2,572	228	2,800	279	3,079	0	3,079
Average	122	122	260	382	73.3	455.3	75.5	530.7	5	536	805	616.5	27	643	57	700	70	770	0	770

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month
1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Totals for																				
Regular City	692	692	1,301	1,993	1,085	3,078	265	3,343	79	3,422	111	3,533	439	3,972	503	4,475	563	5,038	348	5,386
Control	162	162	110	272	364	636	34	670	56	726	79	805	153	958	229	1,187	69	1,256	76	1,332
Experimental	214	214	306	520	192	712	63	775	78	853	25	878	138	1,016	85	1,101	122	1,223	46	1,269
All Schools	1,068	1,068	1,717	2,785	1,641	4,426	362	4,788	213	5,001	215	5,216	730	5,946	817	6,763	754	7,517	470	7,987
Averages for																				
Regular City	22.3	22.3	41.9	64.2	35.0	97.3	8.5	107.8	2.5	110.4	3.6	114	14	128	16	144	18	162	12	174
Control	15.3	15.3	10.0	35.5	45.9	71.2	4.2	83.7	7.0	90.7	9.9	100.6	19	119	29	148	9	157	9	166
Experimental	26.8	26.8	38.3	65.0	24.0	89.0	7.9	96.9	9.8	106.6	3.3	109.8	17	127	11	138	15	153	6	159
All Schools	21.7	21.7	35.0	56.8	33.4	90.3	7.5	99.8	4.5	106.4	4.6	110.9	16	127	17	144	16	160	10	170

Junior Highs	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Totals for																				
Regular City	5	5	184	189	333	522	126	648	30	678	12	690	205	895	39	934	254	1188	70	1258
Control	6	6	1	7	114	121	34	155	7	162	0	162	79	241	0	241	56	297	0	297
Control #2	2	2	129	131	163	294	101	395	15	410	12	422	83	505	2	507	254	761	0	761
Experimental	488	488	1,040	1,528	293	1,821	302	2,123	21	2,144	322	2,466	106	2,572	228	2,800	279	3,079	0	3,079
*All Schools	499	499	1,225	1,724	740	2,464	462	2,926	58	2,984	334	3,318	390	3,708	267	3,975	589	4,564	70	4,634
Averages for																				
Regular City	.9	.9	30.7	31.5	56.0	87.0	21	108	5	113	2	115	34	149	7	156	42	198	12	210
Control	.3	.3	.5	3.5	57.0	60.5	17	77.5	3.5	81	0	81	40	121	0	121	28	149	0	149
Control #2	.7	.7	43	44	54	98	34	132	5	137	4	140.7	28	168	.7	169	85	254	0	254
Experimental	122	122	260	382	73.3	455.3	75.5	530.7	5	536	80.5	616.5	27	643	57	700	70	770	0	770
*All Schools	41.6	41.6	102.1	143.6	61.6	205.6	35.5	225.1	4.8	248.7	27.8	276.5	33	309	22	331	49	380	6	386

*This total for All Schools does not include totals for Control #2 which are included in Totals for Regular Schools.

LOUISVILLE PUBLIC SCHOOLS

Vandalism (Glass Replaced) by Month

1970-71

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Regular City																				
Atkinson	105	105	0	105	55	160	0	160	0	160	0	160	27	187	24	211	0	211	28	239
Beechmont	0		0		13	13	0	13	0	13	0	13	14	27	0	27	64	91	0	91
Brandeis	49	49	0	49	91	140	0	140	0	140	36	176	0	176	42	218	0	218	0	218
Breckinridge	0		4	4	0	4	3	7	5	12	5	17	11	28	0	28	3	31	0	31
Carter	0		167	167	0	167	14	181	0	181	0	181	17	198	0	198	25	223	95	318
Clark	25	25	0	25	22	47	29	76	0	76	0	76	0	76	0	76	0	76	0	76
Clay	0		0		5	5	3	8	0	8	0	8	22	30	0	30	0	30	0	30
Cochran	0		10	10	0	10	14	24	0	24	3	27	8	35	0	35	13	48	0	48
Emerson	0		0		0		35	35	0	35	0	35	38	73	21	94	0	94	6	100
Finzer	0		73	73	0	73	0	73	0	73	0	73	0	73	6	79	0	79	0	79
Foster	0		249	249	0	249	13	262	0	262	0	262	0	262	17	279	0	279	11	290
Franklin	18	18	0	18	0	18	10	28	0	28	0	28	0	28	2	30	10	40	0	40
Frayser	0		0		99	99	17	116	0	116	0	116	51	167	57	224	33	257	0	257
Hazelwood	0		0		177	177	40	217	0	217	0	217	0	217	144	361	107	468	0	468
Heywood	0		45	45	0	45	2	47	0	47	0	47	35	82	0	82	0	82	25	107
Hill	61	61	0	61	0	61	0	61	0	61	0	61	0	61	16	77	0	77	0	77
Jacob	0		0		57	57	0	57	0	57	0	57	33	90	0	90	60	150	31	181
Johnston	166	166	0	166	0	166	15	181	0	181	0	181	0	181	32	213	0	213	0	213
Kennedy	0		166	166	0	166	0	166	29	195	0	195	2	197	61	258	101	359	21	380
King	0		27	27	0	27	5	32	0	32	0	32	3	35	0	35	0	35	19	54
Lincoln	0		0		0		16	16	0	16	0	16	11	27	0	27	0	27	25	52
Longfellow	0		0		160	160	0	160	28	188	0	188	110	298	0	298	0	298	0	298
Lowell	0		0		195	195	8	203	0	203	0	203	0	203	0	203	76	279	0	279
McFerran	268	268	0	268	51	319	11	330	0	330	67	397	0	397	4	401	8	409	0	409
Parkland	0		52	52	0	52	6	58	0	58	0	58	0	58	37	95	0	95	0	95
Portland	0		0		0		0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rutherford	0		138	138	113	251	0	251	17	268	0	268	13	281	0	281	26	307	22	329
Shelby	0		0		0		3	3	0	3	0	3	7	10	0	10	13	23	0	23
Southwick	0		370	370	0	370	6	376	0	376	0	376	37	413	40	453	0	453	0	453

Vandalism (Glass Replaced) by Month, 1970-71.

Y-D: year to date

Elementary	Sep	Y-D	Oct	Y-D	Nov	Y-D	Dec	Y-D	Jan	Y-D	Feb	Y-D	Mar	Y-D	Apr	Y-D	May	Y-D	Jun	Total
Talbert	0		0		47	47	0	47	0	47	0	47	0	47	0	47	0	47	11	58
Tingley	0		0		0		15	15	0	15	0	15	0	15	0	15	24	39	0	39
Total	692	692	1,301	1,993	1,085	3,078	265	3,343	79	3,422	111	3,533	439	3,972	503	4,475	563	5,038	348	5, 386
Average	22.3	22.3	41.9	64.2	35	97.3	8.5	107.8	2.5	110.4	3.6	114	14	128	16	144	18	162	12	174
Control																				
Belknap	0		0		15	15	4	19	0	19	0	19	0	19	26	45	0	45	0	45
Byck	0		0		46	46	0	46	0	46	0	46	0	46	41	87	8	95	0	95
Dolfinger	0		63	63	10	73	0	73	56	129	79	208	31	239	78	317	1	318	41	359
Field	0		0		5	5	0	5	0	5	0	5	0	5	0	5	7	12	0	12
Perry	0		47	47	0	47	0	47	0	47	0	47	0	47	0	47	0	47	0	47
Semple	0		0		223	223	12	235	0	235	0	235	70	305	0	305	28	333	0	333
Shawnee	162	162	0	162	48	210	18	228	0	228	0	228	52	280	55	335	25	360	35	395
Strother	0		0		17	17	0	17	0	17	0	17	0	17	29	46	0	46	0	46
Washington (see Meyzeek)																				
Total	162	162	110	272	364	636	34	670	56	726	79	805	153	958	229	1,187	69	1,256	76	1, 332
Average	20.3	20.3	13.8	34.0	45.5	79.5	4.2	83.7	7	90.7	9.9	100.6	19	119	29	148	9	157	9	166
Experimental																				
Bloom	35	35	0	35	0	35	5	40	14	54	0	54	3	57	0	57	5	62	0	62
Carmichael	0		171	171	47	218	7	225	0	225	0	225	91	316	0	316	0	316	0	316
Cole-Taylor	0		0		0		1	1	0	1	0	1	0	1	0	1	0	1	0	1
Cotter (see DuValle)																				
Englehard	0		0		3	3	0	3	0	3	0	3	6	9	11	20	0	20	0	20
Jones	0		0		60	60	0	60	0	60	0	60	0	60	0	60	0	60	46	106
Marshall	0		0		57	57	3	60	0	60	0	60	0	60	0	60	0	60	0	60
Roosevelt	179	179	0	179	25	204	47	251	64	315	3	318	38	356	57	413	45	458	0	458
Wheatley	0		135	135	0	135	0	135	0	135	22	157	0	157	17	174	72	246	0	246
Total	214	214	306	520	192	712	63	775	78	853	25	878	138	1,016	85	1,101	122	1,223	46	1,269
Average	26.8	26.8	38.3	65.	24.	89.	7.9	96.9	9.8	106.6	3.3	109.8	17	127	11	138	15	153	6	159

APPENDIX A-3

Student Mobility Report

MOBILITY OF LOUISVILLE
PUBLIC SCHOOL PUPILS

1969-70

LOUISVILLE PUBLIC SCHOOLS

DIVISION OF ADMINISTRATIVE RESEARCH, RECORDS AND INFORMATION

THE MOBILITY OF PUPILS IN THE LOUISVILLE PUBLIC SCHOOLS

The movement of pupils within a given school district has far reaching implications for all phases of education. The ease of administration of a school district is directly proportionate to the stability of the school population. If the pupil population within a school district is constantly changing, the teaching efficiency is materially lessened. The coordination and cooperation with the school and the community suffers in a highly mobile area because of high mobility.

By observation, several sections of Louisville may be considered to have high mobility. In an effort to quantify mobility, thus, clearly isolating highly mobile areas, this study has been made.

In order to quantify pupil mobility, a given school district was measured by a method which can be placed on a continuum. This quantity, the Index of Mobility, reflects proportionately, the quantity of movement or a function of the size of a school district.

The formula for deriving the Index of Mobility is as follows:

$$\frac{\underset{(R's)}{\text{Re-Entries}} + \underset{(W's)}{\text{Losses}}}{\underset{(E's)}{\text{Original Entries}}} = \underset{(M)}{\text{Index of Mobility}}$$

The derived index contains no quantity itself, but expresses the degree of mobility as a function of school size. The index is computed with the idea in mind that the number of transactions, that is, transfers of pupils indicates the amount of activity in a school of the families in the school district. By relating this activity to the initial enrollment of the school, an index can be found. Thus, the ratio between the number of transactions and the initial enrollment within a given school, will yield the Index of Mobility.

INDICES OF MOBILITY--LOUISVILLE PUBLIC SCHOOLS
1969-70

School	Original Entries	Re-entries	Losses	Index of Mobility
Atkinson	1139	223	303	.461
Beechmont	311	46	33	.254
Belknap	514	16	28	.085
Bloom	453	41	56	.214
Brandeis	1154	141	153	.254
Breckinridge	600	123	174	.495
Byck	952	146	231	.396
Carmichael	685	92	131	.325
Carter	838	80	99	.213
Clark	517	45	83	.247
Clay	935	141	208	.373
Cochran	492	137	204	.693

School	Original Entries	Re-entries	Losses	Index of Mobility
Coleridge Taylor	531	66	66	.248
Cotter	320	77	66	.446
Dolfinger	467	125	137	.561
Emerson	554	86	116	.364
Engelhard	542	131	256	.606
Field	459	23	40	.137
Foster	853	58	89	.172
Franklin	453	71	82	.337
Frayser	760	83	114	.259
Hazelwood	996	136	181	.318
Heywood	444	53	100	.344
Hill	167	59	48	.640
Jacob	720	75	99	.241
Johnston	321	39	61	.311
Jones	398	81	68	.374
Kennedy	718	123	81	.284
King	963	117	79	.203
Lincoln	691	127	205	.480
Longfellow	436	34	48	.188
Lowell	608	89	149	.391
Marshall	398	110	94	.512
McFerran	971	181	192	.384
Parkland	694	66	100	.239
Perry	681	80	130	.308
Portland	465	107	95	.357
Prentice	134	31	35	.492
Roosevelt	887	232	289	.587
Rutherford	1075	118	209	.304
Semple	950	88	124	.223
Shawnee Elem.	853	224	158	.447
Shelby	504	93	126	.434
Southwick	671	64	96	.238
Strother	577	63	133	.339
Talbert	228	26	47	.320
Tingley	460	122	153	.597
Washington, B.T.	802	61	117	.221
Wheatley	870	107	191	.342
TOTAL ELEMENTARY	31,211	4,707	6,077	.345

Schools	Original Entries	Re-entries	Losses	Index of Mobility
JUNIOR HIGH				
Barret Jr. High	741	64	83	.198
DuValle Jr. High	1047	69	104	.165
Gottschalk Jr. High	1030	110	168	.269
Highland Jr. High	962	30	51	.084
Manly Jr. High	974	166	252	.429
Manual Jr. High	946	113	144	.271
Meyzeek Jr. High	400	38	58	.240
Parkland Jr. High	1393	112	201	.224
Russell Jr. High	839	75	126	.239
Shawnee Jr. High	1474	148	155	.205
Southern Jr. High	1099	71	139	.191
Western Jr. High	1280	168	279	.349
Woerner Jr. High	763	128	231	.470
TOTAL JR. HIGH	13,148	1,292	1,991	.249
SENIOR HIGH				
Ahrens Trade	1751	52	359	.234
Atherton High	1546	24	125	.096
Central High	1833	55	398	.247
Iroquois High	1697	47	205	.148
Manual Sr. High	1209	44	200	.201
Male High	1407	94	272	.260
Shawnee Sr. High	1187	64	228	.245
TOTAL SR. HIGH	10,630	380	1,787	.203

TABLE I - INDICES OF MOBILITY
LOUISVILLE PUBLIC SCHOOLS--------- 1959-60--1969-70

Year	Indices of Mobility		
	Elementary	Junior High	Senior High
1959-60	.489	.304	.210
1960-61	.463	.284	.227
1961-62	.407	.242	.194
1962-63	.422	.263	.185
1963-64	.396	.270	.185
1964-65	.371	.250	.374
1965-66	.355	.240	.192
1966-67	.376	.251	.179
1967-68	.318	.236	.204
1968-69	.329	.248	.196
1969-70	.345	.249	.203

CONCLUSIONS

1. The indices for elementary schools ranged from a high of .806 to a low of .085. The mean for all elementary schools, and, therefore, the City Index of Mobility, was .345. The standard deviation was .143. Thus, about two-thirds of the elementary schools (35 schools) had Indices of Mobility between .202 and .488.

2. The indices for junior high schools ranged from a high of .470 to a low of .084. The mean for these schools, and, therefore, the City Index of Mobility, was .249. The standard deviation was .111. Thus, about two-thirds of the junior high schools (10 schools) had Indices of Mobility between .138 and .360.

3. The indices for senior high schools ranged from a high of .260 to a low of .096. The mean for these schools, and, therefore, the City Index of Mobility was .203. The standard deviation was .072. Thus, six schools had Indices of Mobility between .131 and .275.

4. The table indicates that nine elementary schools (Breckinridge, Cochran, Dolfinger, Engelhard, Hill, Marshall, Prentice, Roosevelt, and Tingley) have high mobility. Referring to a map for the geographic location of the high mobility areas, it can be generally concluded that high mobility is found in the center of the City. Likewise four elementary schools, (Belknap, Field, Foster, and Longfellow have low mobility. Again referring to a map for the geographic location of the low mobility schools, it can be generally concluded that low mobility is evident in the periphery of the City school districts, except in some areas in which housing projects are located.

5. It would seem that mobility is closely related to socio-economic factors.

6. Ideal mobility would imply no movement of pupils at all, yet even in the school with lowest mobility, at least 8.5% of the pupils moved in or out.

7. This study can serve as a means to adjusting both the administration and the teaching in those districts which statistics indicate abnormal degrees of mobility whether high or low. For example, in those schools showing high educational achievement and a low Index of Mobility, their advanced educational achievement may be partially due to the stability of the pupils within the district, inferred by the lower index.

8. To determine if the city-wide Index of Mobility has any value in describing the social movement of pupils, this study of Indices of Mobility should be repeated each year and comparisons made.

9. Mobility of pupils in the elementary and junior high schools has declined steadily since this study was started in 1959-60, indicating a trend toward a more stable community.

10. It would be interesting to further examine the high mobility districts for the causes.

APPENDIX A-4

Progress Report and Retentions

A STUDY OF PUPIL PROGRESS AND RETENTION
FOR THE SCHOOL YEAR 1970-71

1. BY GRADES
2. BY SUBJECTS

LOUISVILLE PUBLIC SCHOOLS
DIVISION OF ADMINISTRATIVE RESEARCH, RECORDS AND INFORMATION

SUMMARY

It is important to a school system to examine, from time to time, the rates of promotion and retention existing with the system. Examination of the data at one time permits a review of status, whereas examination of longitudinal data permits a review of trends.

The data gathered indicated that 97.1% of all elementary pupils were promoted; 94.7% of all junior high pupils were promoted; 91.2% of all senior high pupils were promoted. The rate of promotion for the entire school system was 95.3%. Retention varied from 2.9% in the elementary schools, to 8.8% in the senior high schools.

There were more boys retained than girls--6.3% as compared with 3.0% girls. The highest retention rate (12.7%) for boys was in the senior high schools, while the highest for girls (5.1%) was also in the senior high schools. The lowest retention rate (3.6%) for boys was in the elementary schools, and the lowest for girls (2.2%) was also in the elementary schools.

The highest promotion rate was in Grade 6, while the lowest was in Grade 10.

The table PERCENTAGES OF FAILURES BY SUBJECTS indicates that in the junior high schools COMMERCIAL had the highest percentage of failures for boys, while COMMERCIAL also had the highest percentage of failures for girls. The least percentage of failures among the junior high was in Industrial Arts subjects for boys, while for girls the least percentage of failures was in English and Science. The highest percentage of failures in the senior high schools was in Mathematics for both boys and girls. The least percentage of failures among the senior high schools boys was in Industrial Arts subjects, while for the girls it was in Foreign Languages.

Probably, the conclusion which may be drawn from this study is that the promotion rate in Louisville seems to parallel, at least roughly, the experience elsewhere. Unfortunately, data is not gathered by anyone on a national basis. Test standardization data indicate that there has been a steady decline in the average age per grade. Louisville has had a similar decline. Since average age per grade tends to increase at about the rate of one calendar year per grade, the inference is that retention exercises little effect on average chronological age.

Div. of R.R.&I.

PUPIL PROGRESS BY SCHOOL ORGANIZATION

JUNE 1971

BOYS AND GIRLS

	Membership	Promoted Number	Promoted Per Cent	Retained Number	Retained Per Cent
Elementary	24,752	24,038	97.1	714	2.9
Junior High	12,192	11,548	94.7	644	5.3
Senior High	9,009	8,217	91.2	792	8.8
Total	45,953	43,803	95.3	2,150	4.7

BOYS

Elementary	12,568	12,119	96.4	449	3.6
Junior High	6,098	5,643	92.5	455	7.5
Senior High	4,369	3,812	87.3	557	12.7
Total	23,035	21,574	93.7	1,461	6.3

GIRLS

Elementary	12,184	11,919	97.8	265	2.2
Junior High	6,094	5,905	96.9	189	3.1
Senior High	4,640	4,405	94.9	235	5.1
Total	22,918	22,229	97.0	689	3.0

Div. of R. R. & I.

PUPIL PROGRESS BY GRADES

JUNE 1971

BOYS AND GIRLS

		Promoted		Retained	
Grade	Membership	Number	Per Cent	Number	Per Cent
1	4,395	3,984	90.6	411	9.4
2	4,249	4,079	96.0	170	4.0
3	4,116	4,045	98.3	71	1.7
4	4,061	4,032	99.3	29	0.7
5	3,915	3,889	99.3	26	0.7
6	4,016	4,009	99.8	7	0.2
7	4,123	3,905	94.7	218	5.3
8	3,971	3,736	94.1	235	5.9
9	4,098	3,907	95.3	191	4.7
10	3,382	2,979	88.1	403	11.9
11	2,933	2,711	92.4	222	7.6
12	2,694	2,527	93.8	167	6.2
Total	45,953	43,803	95.3	2,150	4.7
BOYS					
1	2,256	1,999	88.6	257	11.4
2	2,185	2,082	95.3	103	4.7
3	2,086	2,037	97.7	49	2.3
4	2,034	2,015	99.1	19	0.9
5	1,982	1,966	99.2	16	0.8
6	2,025	2,020	99.8	5	0.2
7	2,059	1,895	92.0	164	8.0
8	1,983	1,816	91.6	167	8.4
9	2,056	1,932	94.0	124	6.0
10	1,624	1,360	83.7	264	16.3
11	1,476	1,315	89.1	161	10.9
12	1,269	1,137	89.6	132	10.4
Total	23,035	21,574	93.7	1,461	6.3
GIRLS					
1	2,139	1,985	92.8	154	7.2
2	2,064	1,997	96.8	67	3.2
3	2,030	2,008	98.9	22	1.1
4	2,027	2,017	99.5	10	0.5
5	1,933	1,923	99.5	10	0.5
6	1,991	1,989	99.9	2	0.1
7	2,064	2,010	97.4	54	2.6
8	1,988	1,920	96.6	68	3.4
9	2,042	1,975	96.7	67	3.3
10	1,758	1,619	92.1	139	7.9
11	1,457	1,396	95.8	61	4.2
12	1,425	1,390	97.5	35	2.5
Total	22,918	22,229	97.0	689	3.0

PERCENTAGE OF FAILURES BY SUBJECTS

JUNE 1971

JUNIOR HIGH SCHOOLS

	GRADE							
	7		8		9		Total	
Subject	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
English	9.1	2.4	11.0	3.9	7.4	4.0	9.2	3.4
Mathematics	8.6	3.6	10.0	5.1	11.3	6.0	9.9	4.9
Foreign Languages	-	11.1	7.5	1.6	8.4	5.1	7.5	4.0
Science	8.5	2.3	8.8	4.3	9.5	5.0	8.9	3.4
Social Studies	8.6	4.1	10.5	4.8	8.9	5.2	9.3	4.7
Commercial	-	5.1	5.4	1.2	11.5	7.2	10.4	5.7
Industrial Arts	4.5	-	5.9	-	7.0	-	5.6	-
Household Arts	-	3.2	-	4.0	-	5.3	-	3.8
Miscellaneous	5.8	2.9	7.9	6.3	7.8	7.0	7.1	5.2

SENIOR HIGH SCHOOLS

	GRADE							
	10		11		12		Total	
Subject	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
English	21.2	10.5	13.5	5.5	7.7	2.4	14.6	6.4
Mathematics	24.6	14.5	13.3	7.8	13.9	1.4	20.2	12.4
Foreign Languages	14.4	5.7	10.7	5.2	11.9	4.1	12.6	5.0
Science	22.9	11.7	11.7	5.9	6.0	1.6	16.3	8.9
Social Studies	20.0	16.0	14.0	5.5	11.3	6.4	14.9	8.2
Commercial	18.3	11.4	10.4	7.6	7.6	3.7	10.9	7.3
Industrial Arts	17.3	-	6.8	-	4.4	-	8.3	-
Household Arts	-	12.4	-	7.1	-	4.0	-	7.0
Miscellaneous	15.9	8.6	7.8	9.7	8.0	0.9	12.9	7.8

Div. R.R.&I

APPENDIX A-5

Certified and Classified Personnel Report

LOUISVILLE PUBLIC SCHOOLS

CERTIFICATED PERSONNEL BY SCHOOLS AND BY RACE--MONTH OF SEPTEMBER
DECEMBER 1, 1970

Schools	1968-69			1969-70			1970-71		
	W	B	T	W	B	T	W	B	T
Ahrens	87.0	3.0	90.0	90.0	9.0	99.0	91.0	8.0	99.0
Atherton	58.0	2.0	60.0	61.6	1.0	62.6	61.7	7.0	68.7
Central High	14.5	69.0	83.5	21.0	55.0	76.0	22.0	58.0	80.0
Iroquois High	68.0	3.0	71.0	72.0	4.0	76.0	72.4	5.0	77.4
Manual	106.0	7.0	113.0	103.8	10.0	113.8	115.0	11.0	126.0
Male High	68.0	6.0	74.0	64.0	16.0	80.0	64.0	15.0	79.0
Shawnee Sr. High	63.0	10.0	73.0	63.0	12.0	75.0	49.0	16.2	65.2
TOTAL SENIOR HIGH	464.5	100.0	564.5	475.4	107.0	582.4	475.1	120.2	595.3
Barret Jr. High	35.0	1.0	36.0	32.0	2.0	34.0	32.0	4.0	36.0
DuValle Jr. High	8.0	52.0	60.0	12.0	49.0	61.0	24.0	28.0	52.0
Gottschalk Jr. H.	50.0	1.0	51.0	48.0	2.0	50.0	45.0	5.0	50.0
Highland Jr. H.	44.5	2.0	46.5	43.0	2.0	45.0	40.2	6.0	46.2
Manly Jr. High	39.0	15.0	54.0	40.0	17.0	57.0	35.0	23.0	58.0
Meyzeek Jr. High	7.0	22.0	29.0	7.0	19.0	26.0	11.0	24.9	35.9
Parkland Jr. H.	39.0	30.0	69.0	33.0	32.0	65.0	35.0	25.0	60.0
Russell Jr. High	9.0	44.0	53.0	11.0	43.0	54.0	18.0	28.5	46.5
Shawnee Jr. High	51.0	18.0	69.0	50.0	21.0	71.0	42.0	25.8	67.8
Southern Jr. High	48.0	1.0	49.0	48.0	2.0	50.0	49.5	2.0	51.5
Western Jr. High	52.0	11.0	63.0	57.0	7.0	64.0	53.0	10.0	63.0
Woerner Jr. High	40.0	3.0	43.0	39.0	3.0	42.0	37.0	5.0	42.0
TOTAL JUNIOR HIGH	422.5	200.0	622.5	420.0	199.0	619.0	421.7	187.2	608.9
TOTAL JUNIOR & SENIOR HIGH	887.0	300.0	1187.0	895.4	306.0	1201.4	896.8	307.4	1204.2
Atkinson	36.6	1.0	37.6	36.6	2.0	38.6	33.6	4.0	37.6
Beechmont	10.2	1.0	11.2	11.2	1.0	12.2	11.6	1.0	12.6
Belknap	16.4	1.0	17.4	16.4	1.0	17.4	15.6	2.0	17.6
Bloom	15.4	1.0	16.4	17.4	1.0	18.4	12.5	2.0	14.5
Brandeis	6.6	38.0	44.6	8.2	38.0	46.2	14.0	30.0	44.0
Breckinridge	26.0	1.0	27.0	24.5	2.0	26.5	22.2	3.0	25.2
Byck	12.0	31.0	43.0	16.0	29.0	45.0	13.4	30.0	43.4
Carmichael	15.0	20.0	35.0	24.0	17.0	41.0	28.0	16.0	44.0
Carter	3.6	31.0	34.6	3.6	30.0	33.6	13.6	19.0	32.6
Clark	18.5	1.0	19.5	18.0	1.0	19.0	16.5	2.0	18.5
Clay	22.0	15.0	37.0	19.0	16.0	35.0	17.3	18.0	35.3
Cochran	19.5	.5	20.0	22.8	1.0	23.8	23.7	1.7	25.4
Coleridge-Taylor	0.0	20.0	20.0	8.5	19.0	27.5	17.3	14.0	31.3
Cotter	1.0	18.0	19.0	2.0	15.8	17.8	3.0	11.0	14.0
Dolfinger	17.0	3.5	20.5	17.2	3.0	20.2	14.2	4.5	18.7
Emerson	17.4	2.0	19.4	19.4	1.0	20.4	16.5	4.4	20.9
Engelhard	24.0	1.0	25.0	24.4	2.0	26.4	16.0	6.0	22.0
Field	15.5	1.0	16.5	15.5	1.0	16.5	15.5	1.0	16.5
Foster	14.0	17.0	31.0	12.0	19.0	31.0	11.0	17.2	28.2

2. Certificated Personnel by Schools
and By Race--Month of September

Schools	1968-69 W	1968-69 B	1968-69 T	1969-70 W	1969-70 B	1969-70 T	1970-71 W	1970-71 B	1970-71 T
Franklin	17.5	1.0	18.5	17.5	1.0	18.5	14.1	4.0	18.1
Frayser	28.6	1.0	29.6	27.6	0.0	27.6	27.0	1.0	28.0
Hazelwood	36.6	1.0	37.6	34.6	3.0	37.6	33.6	2.0	35.6
Heywood	14.4	2.0	16.4	14.4	2.0	16.4	13.6	3.0	16.6
Hill	6.5	3.0	9.5	5.0	4.2	9.2		Closed	
Jacob	25.6	0.0	25.6	25.6	0.0	25.6	20.9	2.0	22.9
Johnston	14.4	1.0	15.4	12.4	1.0	13.4	14.4	1.0	15.4
Jones	16.0	4.0	20.0	14.9	4.5	19.4	18.0	10.0	28.0
Kennedy	2.0	32.0	34.0	2.0	29.0	31.0	4.0	27.2	31.2
King	17.0	17.0	34.0	11.0	23.0	34.0	17.0	18.6	35.6
Lincoln	29.5	1.0	30.5	27.5	3.0	30.5	24.4	4.0	28.4
Longfellow	15.4	1.0	16.4	13.9	1.0	14.9	13.6	1.0	14.6
Lowell	23.6	2.0	25.6	23.6	2.0	25.6	20.9	2.0	22.9
Marshall	16.5	1.0	17.5	15.9	1.5	17.4	22.5	6.0	28.5
McFerran	30.5	5.0	35.5	30.5	7.0	37.5	27.7	10.0	37.7
Parkland Elem.	7.0	23.5	30.5	8.4	21.0	29.4	8.4	20.0	28.4
Perry	6.0	35.0	41.0	4.0	29.8	33.8	8.1	21.0	29.1
Portland	15.5	2.0	17.5	17.5	2.0	19.5	13.1	4.0	17.1
Prentice		Stevens		11.0	1.0	12.0	10.0	2.0	12.0
Roosevelt	34.0	2.0	36.0	33.6	3.0	36.6	41.2	9.0	50.2
Rutherford	36.8	1.0	37.8	35.8	1.0	36.8	31.8	3.0	34.8
Semple	31.0	1.0	32.0	30.5	3.0	33.5	27.7	5.0	32.7
Shawnee Elem.	20.0	8.0	28.0	23.0	7.6	30.6	23.9	12.0	35.9
Shelby	17.5	0.0	17.5	16.5	1.0	17.5	14.5	2.0	16.5
Southwick	5.6	28.0	33.6	15.0	22.6	37.6	8.2	20.0	28.2
Strother	14.4	8.0	22.4	14.8	8.0	22.8	12.9	9.5	22.4
Talbert	2.0	12.0	14.0	2.2	10.0	12.2	4.2	9.0	13.2
Tingley	19.5	1.0	20.5	16.0	2.0	18.0	20.0	2.0	22.0
Washington, B.T.	10.0	26.0	36.0	12.0	23.0	35.0	11.0	21.1	32.1
Wheatley	8.0	32.0	40.0	15.8	30.0	45.8	28.8	19.0	47.8
TOTAL ELEMENTARY	812.1	455.5	1267.6	849.2	447.0	1296.2	851.0	437.2	1288.2
GRAND TOTAL	1699.1	755.5	2454.6	1744.6	753.0	2497.6	1747.8	744.6	2492.4

CLASSIFIED PERSONNEL BY SCHOOLS AND BY RACE--MONTH OF SEPTEMBER
DECEMBER 1, 1970

Schools	1968-69			1969-70			1970-71		
	W	B	T	W	B	T	W	B	T
Ahrens	31.0	13.0	44.0	21.0	16.0	37.0	25.0	15.0	40.0
Atherton High	26.0	6.0	32.0	25.0	6.0	31.0	25.6	6.0	31.6
Central High	0.0	36.0	36.0	0.0	37.0	37.0	1.0	36.0	37.0
Iroquois High	33.0	1.0	34.0	31.0	2.0	33.0	28.0	3.5	31.5
Manual Sr. High	43.0	13.0	56.0	41.0	13.0	54.0	39.0	26.0	65.0
Male High	23.0	10.0	33.0	24.0	8.0	32.0	34.0	45.0	79.0
Shawnee Sr. High	23.0	11.0	34.0	18.0	14.0	32.0	27.0	51.0	78.0
TOTAL SENIOR HIGH	179.0	90.0	269.0	160.0	96.0	256.0	179.6	182.5	362.1
Barret Jr. High	14.0	4.0	18.0	10.0	6.0	16.0	13.0	3.0	16.0
DuValle Jr. High	1.0	25.0	26.0	2.0	26.0	28.0	1.0	44.0	45.0
Gottschalk Jr. H.	20.0	0.0	20.0	21.0	0.0	21.0	20.0	1.0	21.0
Highland Jr. High	17.0	5.0	22.0	16.0	4.0	20.0	16.0	3.0	19.0
Manly Jr. High	14.0	7.0	21.0	15.0	13.0	28.0	14.3	12.6	26.9
Meyzeek Jr. High	1.0	23.0	24.0	6.0	10.0	16.0	0.0	22.0	22.0
Parkland Jr. High	12.0	11.0	23.0	12.0	11.0	23.0	9.0	48.0	57.0
Russell Jr. High	2.0	16.0	18.0	1.0	20.0	21.0	3.0	38.0	41.0
Shawnee Jr. High	17.0	16.0	33.0	14.0	14.0	28.0	18.0	45.0	63.0
Southern Jr. High	19.0	2.0	21.0	18.0	2.0	20.0	16.0	1.0	17.0
Western Jr. High	14.5	9.0	23.5	9.6	11.0	20.6	12.0	9.0	21.0
Woerner Jr. High	18.0	4.0	22.0	18.0	3.0	21.0	17.0	2.0	19.0
TOTAL JUNIOR HIGH	149.5	122.0	271.5	142.6	120.0	262.6	139.3	228.6	367.9
TOTAL JUNIOR AND SENIOR HIGH	328.5	212.0	540.5	302.6	216.0	518.6	318.9	411.1	730.0
Atkinson	14.0	2.0	16.0	11.0	3.0	14.0	10.0	3.0	13.0
Beechmont	5.0	1.0	6.0	6.0	0.0	6.0	5.4	0.0	5.4
Belknap	8.0	1.0	9.0	6.5	0.0	6.5	7.0	0.0	7.0
Bloom	2.0	4.0	6.0	6.0	3.0	9.0	13.0	4.0	17.0
Brandeis	3.0	13.0	16.0	2.0	25.0	27.0	0.0	21.9	21.9
Breckinridge	14.0	4.0	18.0	13.1	5.5	18.6	11.0	4.0	15.0
Byck	1.0	17.0	18.0	3.0	12.0	15.0	2.2	32.6	34.8
Carmichael	9.0	8.5	17.5	8.0	13.0	21.0	13.8	13.3	27.1
Carter	0.0	18.0	18.0	0.0	16.0	16.0	0.0	16.1	16.1
Clark	7.0	0.0	7.0	6.0	2.0	8.0	2.5	1.5	4.0
Clay	7.0	6.0	13.0	6.0	9.0	15.0	2.0	17.0	19.0
Cochran	10.0	3.0	13.0	9.5	3.0	12.5	9.7	1.7	11.4
Coleridge Taylor	0.0	13.0	13.0	3.0	47.0	50.0	4.0	32.0	36.0
Cotter	0.0	27.0	27.0	1.0	26.0	27.0	1.0	31.0	32.0
Dolfinger	8.0	4.0	12.0	8.0	4.0	12.0	7.0	2.6	9.6
Emerson	7.0	2.0	9.0	7.0	2.0	9.0	6.2	1.7	7.9
Engelhard	11.0	3.0	14.0	11.0	3.0	14.0	16.0	9.0	25.0
Field	5.0	3.0	8.0	4.5	2.0	6.5	6.5	1.0	7.5
Foster	3.0	9.0	12.0	3.0	7.0	10.0	1.0	7.5	8.5
Franklin	6.0	4.0	10.0	6.0	2.0	8.0	6.0	2.5	8.5
Frayser	12.5	0.0	12.5	7.0	5.0	12.0	11.3	0.0	11.3

Continued

Classified Personnel by Schools
and By Race--Month of Sept.

Schools	1968-69			1969-70			1970-71		
	W	B	T	W	B	T	W	B	T
Hazelwood	21.5	0.0	21.5	17.5	0.0	17.5	17.0	0.0	17.0
Heywood	11.0	0.0	11.0	7.7	0.0	7.7	6.5	1.0	7.5
Hill	5.0	4.0	9.0	5.0	5.0	10.0		Closed	
Jacob	14.0	0.0	14.0	11.5	0.0	11.5	11.0	0.0	11.0
Johnston	5.5	3.0	8.5	5.5	2.0	7.5	5.5	2.0	7.5
Jones	9.5	3.0	12.5	6.5	7.6	14.1	8.5	9.5	18.0
Kennedy	0.0	17.0	17.0	0.0	19.5	19.5	2.0	18.0	20.0
King	2.0	7.0	9.0	0.0	11.5	11.5	0.0	11.0	11.0
Lincoln	13.0	6.0	19.0	15.0	5.0	20.0	13.0	5.0	18.0
Longfellow	9.0	0.0	9.0	6.0	1.0	7.0	5.5	0.0	5.5
Lowell	14.0	0.0	14.0	10.5	0.0	10.5	9.5	0.0	9.5
Marshall	6.5	4.0	10.5	5.0	6.0	11.0	7.0	8.5	15.5
McFerran	5.5	8.0	13.5	5.5	7.0	12.5	5.5	6.0	11.5
Parkland Elem.	0.0	14.0	14.0	0.0	20.4	20.4	0.0	21.0	21.0
Perry Elem.	0.0	12.0	12.0	1.0	23.0	24.0	1.0	26.8	27.8
Portland	8.0	1.0	9.0	7.5	1.0	8.5	8.5	1.0	9.5
Prentice		Stevens		10.0	5.0	15.0	9.0	5.0	14.0
Roosevelt	8.0	9.0	17.0	11.0	8.0	19.0	19.0	11.0	30.0
Rutherford	19.0	0.0	19.0	16.5	0.0	16.5	16.5	0.0	16.5
Semple	13.5	0.0	13.5	13.0	0.0	13.0	10.0	1.0	11.0
Shawnee Elem.	13.0	2.0	15.0	7.0	5.0	12.0	8.0	8.0	16.0
Shelby	5.0	2.5	7.5	6.5	1.0	7.5	5.5	1.5	7.0
Southwick Elem.	0.0	21.0	21.0	0.0	19.0	19.0	1.0	23.8	24.8
Strother	3.0	5.0	8.0	2.1	14.0	16.1	2.5	10.0	12.5
Talbert	0.0	9.0	9.0	0.0	9.0	9.0	0.0	9.0	9.0
Tingley	6.0	3.0	9.0	5.0	1.0	6.0	6.5	4.5	11.0
Washington, B.T.	1.0	26.0	27.0	0.0	18.0	18.0	1.0	8.0	9.0
Wheatley	0.0	17.0	17.0	1.0	20.2	21.2	3.0	41.0	44.0
TOTAL ELEMENTARY	325.5	316.0	641.5	303.9	398.7	702.6	318.1	435.0	753.1
GRAND TOTAL	654.0	528.0	1182.0	606.5	614.7	1221.2	637.0	846.1	1483.1

LOUISVILLE PUBLIC SCHOOLS

CERTIFICATED PERSONNEL WORKING IN OR FROM THE ADMINISTRATION AND WAREHOUSE BUILDINGS --BY RACE--MONTH OF SEPTEMBER

DECEMBER 1, 1970

	1968-69			1969-70			1970-71		
Position	W	B	T	W	B	T	W	B	T
Board Members	3	2	5	3	2	5	3	2	5
Superintendent	1	0	1	1	0	1	1	0	1
Chairmen(Asst. Superintendents)	4	1	5	4	1	5	9	2	11
Administrative Assistants	4	0	4	6	0	6	3	0	3
Directors	14	1	15	12	1	13	17	7	24
Assistant Directors	7	4	11	7	1	8	4	3	7
Coordinators	4	1	5	8	4	12	1	3	4
Supervisors	17	2	19	17	2	19	22	4	26
Specialists and Consultants	4	1	5	2	2	4	0	0	0
Asst. Pupil Personnel Directors	3	2	5	4	2	6	4	2	6
Catalogers	2	0	2	2	0	2	0	1	1
Counselors	3	0	3	4	2	6	2	3	5
Psychologists	3	0	3	3	1	4	3	0	3
School Social Workers	-	-	-	3	3	6	2	3	5
Resource Teachers	-	-	-	9	6	15	9	4	13
Itinerant Spec. Educ. Teachers	35	6	41	29	4	33	29	3	32
Itinerant Teachers (Music, Reading, etc.)	8	1	9	6	0	6	14	1	15
Visiting Teachers	11	8	19	9	5	14	8	4	12
TOTAL CERTIFICATED	123	29	152	129	36	165	131	42	173

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LOUISVILLE PUBLIC SCHOOLS

CLASSIFIED PERSONNEL WORKING IN OR FROM THE ADMINISTRATION BUILDING AND CENTRAL WAREHOUSE BUILDING--BY RACE--MONTH OF SEPTEMBER

DECEMBER 1, 1970

	1968-69			1969-70			1970-71		
Position	W	B	T	W	B	T	W	B	T
ADMINISTRATION BUILDING									
Directors	2	0	2	2	0	2	3	1	4
Assistant Directors	1	0	1	1	0	1	1	0	1
Supervisors	4	0	4	4	0	4	7	1	8
Coordinators	3	0	3	1	0	1	4	2	6
Office Managers	0	0	0	2	0	2	3	0	3
Programmers and Computer Operators	3	1	4	3	1	4	8	0	8
Keypunch Operators	4	0	4	4	0	4	3	1	4
Data Analysts	-	-	-	-	-	-	0	2	2
Secretaries	23	2	25	23	4	27	22	10	32
Clerks	59	4	63	64	6	70	54	5	59
Switchboard Operators	1	0	1	1	0	1	2	0	2
Multilith Operators	1	1	2	1	1	2	1	1	2
Teacher Assistants & Reading Tutors	-	-	-	2	1	3	2	3	5
Cafeteria Workers	3	1	4	3	1	4	2	2	4
Community Workers	-	-	-	-	-	-	0	4	4
Student Helpers (Part time)	-	-	-	4	1	5	1	6	7
Case Aides	-	-	-	-	-	-	2	10	12
Nurse for Follow-Through Program	-	-	-	-	-	-	0	1	1
Parent Involvement--Head Start	-	-	-	0	1	1	-	-	-
Truck Drivers	-	-	-	2	0	2	-	-	-
Building Custodians	1	7	8	1	7	8	1	7	8
Mail Clerk	1	0	1	1	0	1	1	0	1
Total--Classified (Adm. Bldg.)	106	16	122	119	23	142	117	56	173
CENTRAL WAREHOUSE BUILDING									
Director	1	0	1	1	0	1	1	0	1
Assistant Director	1	0	1	-	-	-	-	-	-
Supervisors	10	1	11	11	1	12	13	1	14
Office Managers	1	0	1	2	0	2	2	0	2
Warehouse Managers	2	0	2	2	0	2	2	0	2
Assistant Supervisors	5	0	5	5	0	5	5	0	5
Consultants	2	1	3	2	1	3	2	1	3
Garage Foreman	1	0	1	1	0	1	1	0	1
Journeymen and Helpers	59	3	62	70	3	73	68	2	70
Clerks	17	0	17	18	0	18	13	0	13
Driver Clerks	9	8	17	9	8	17	13	9	22
Cafeteria Workers	1	1	2	1	1	2	1	1	2
Building Custodians	0	2	2	0	2	2	0	2	2
Laborers	5	0	5	3	0	3	1	0	1
Bus Monitors	-	-	-	-	-	-	4	0	4
Total-Classified (Central Warehouse)	114	16	130	125	16	141	126	16	142
TOTAL CLASSIFIED	220	32	252	244	39	283	243	72	315

PUPIL-TEACHER RATIO

ELEMENTARY 1970-71

Schools	Pupil-Teacher Ratio
Atkinson	33.0
Beechmont	29.0
Belknap	28.5
Brandeis	27.3
Breckinridge	28.7
Byck	25.8
Carter	27.2
Clark	27.5
Clay	27.7
Cochran	29.2
Dolfinger	26.5
Emerson	28.3
Field	29.3
Foster	28.1
Franklin	27.2
Frayser	27.2
Hazelwood	29.1
Heywood	27.3
Jacob	28.9
Johnston	26.4
Kennedy	27.5
King	28.8
Lincoln	26.1
Longfellow	27.1
Lowell	27.0
McFerran	29.2
Parkland	28.2
Perry	26.6
Portland	29.5
Rutherford	29.0
Semple	27.1
Shawnee	28.7
Shelby	28.7
Southwick	27.5
Strother	28.5
Talbert	24.8
Tingley	28.0
Washington, B. T.	26.6
City	27.9

Focus or Impact Schools. This study does not include these schools because of a different type of organization.

PUPIL-TEACHER RATIO

JUNIOR HIGH SCHOOLS

SCHOOLS	PUPIL-TEACHER RATIO
Barret	23.0
DuValle	17.5
Gottschalk	22.5
Highland	23.8
Manly	19.1
Manual	23.5
Meyzeek	13.3*
Parkland	23.7
Russell	21.2
Shawnee	27.2
Southern	24.2
Western	21.6
Woerner	21.1
City	22.1

*Includes 7 O.T.C. Classes

SENIOR HIGH SCHOOLS

Ahrens	19.3
Atherton	25.9
Central	22.1
duPont Manual	20.3
Iroquois	24.4
Louisville Male	21.2
Shawnee	19.0
City	21.7

RECRUITING VISITS TO INSTITUTIONS OF HIGHER LEARNING

(Predominately Black Colleges)

1970-71

	DATE VISITED	COLLEGE OR UNIVERSITY	LOCATION
1.	Dec. 2, 1970	Kentucky State College	Frankfort, Ky. (2 trips)
2.	Jan. 11, 1971	Grambling College	Grambling, La.
3.	Jan. 12, 1971	Southern A. & M. University	Baton Rouge, La.
4.	Jan. 13, 1971	Dillard University	New Orleans, La.
5.	Jan. 14, 1971	Alcorn A. & M. College	Lorman, Mississippi
6.	Jan. 14, 1971	Jackson State College	Jackson, Mississippi
7.	Jan. 25, 1971	Oakwood College	Huntsville, Alabama
8.	Jan. 26, 1971	Alabama State	Montgomery, Alabama
9.	Jan. 26, 1971	Tuskegee Institute	Tuskegee, Alabama
10.	Jan. 28, 1971	Florida A. & M. University	Tallahassee, Florida
11.	Feb. 4, 1971	Alabama A. & M.	Huntsville, Alabama
12.	Feb. 8, 1971	Johnson C. Smith	Charlotte, North Carolina
13.	Feb. 9, 1971	Livingstone College	Salisbury, North Carolina
14.	Feb. 10, 1971	Shaw University	Raleigh, North Carolina
15.	Feb. 8, 1971	Virginia Union	Richmond, Virginia
16.	Feb. 9, 1971	Norfolk State	Norfolk, Virginia
17.	Feb. 10, 1971	Hampton Institute	Hampton, Virginia
18.	Feb. 15, 1971	Lane College	Jackson, Tennessee
19.	Feb. 16, 1971	LeMoyne College	Memphis, Tennessee
20.	Feb. 17, 1971	Philander Smith College	Little Rock, Arkansas
21.	Feb. 18, 1971	Lincoln University	Jefferson City, Missouri
22.	March 2, 1971	Knoxville College	Knoxville, Tennessee
23.	March 11, 1971	Florida State University	Tallahassee, Florida
24.	March 31, 1971	Tennessee State University	Nashville, Tennessee

TEACHER TURNOVER--REQUEST FOR TRANSFER

1970-71

	Transfer In		Transfers Out	
	Number	Granted	Number	Granted
SENIOR HIGH				
Non-Project	52	52	29	29
Control	11	11	11	11
Total Regular	63	63	40	40
Experimental	3	3	26	26
Total	66	66	66	66
JUNIOR HIGH				
Non-Project	68	68	12	12
Control #1	15	15	9	9
Control #2	22	22	17	17
Total Regular	105	105	38	38
Experimental	7	7	78	74
Total	112	112	116	112
ELEMENTARY				
Non-Project	211	211	119	119
Control	66	66	39	39
Total Regular	277	277	158	158
Experimental	47	47	166	166
Total	324	324	324	324
CITY				
Non-Project	331	331	160	160
Control #1	92	92	59	59
Control #2	22	22	17	17
Total Regular	445	445	236	236
Experimental	57	57	270	266
Total	502	502	506	502

PERSONNEL

FOURTEEN EXPERIMENTAL TARGET SCHOOLS
Louisville Public Schools

ELEMENTARY	No. Teams	C.T.	S.T.	T.C.I.	P.P.	S.P.	TOTAL
1. Bloom	3	3	7	--	9	3	22
2. Carmichael	5	5	4	20	7	9	45
3. Coleridge-Taylor	3	3	5	10	6	5	29
4. Cotter	3	3	6	--	9	3	21
5. Engelhard	4	4	9	--	12	6	31
6. Jones	3	3	3	12	6	5	29
7. Marshall	4	4	3	16	6	4	33
8. Roosevelt	6	6	7	26	11	7	57
9. Wheatley	6	6	6	26	12	6	56
TOTAL	37	37	50	110	78	48	323

PLUS 9 Principal Learning Facilitators 9

SUB TOTAL.......... 332

JUNIOR HIGH	No. Teams	C.T.	S.T.	P.P	S.P.	
1. DuValle Jr.	10	10	30	15	3	48
2. Parkland Jr.	12	12	34	38	11	95
3. Russell Jr.	6	6	25	16	12	59
4. Shawnee Jr.	14	14	39	40	10	103
TOTAL	42	42	128	109	36	305

PLUS 12 Principal Learning Facilitators and Assistants 12

SUB TOTAL.......... 317

SENIOR HIGH	S.T.	P.P.	S.P.	
1. Shawnee Senior	52	11	10	73

PLUS 3 Principal Learning Facilitators and Assistants 3

SUB TOTAL 76

GRAND TOTAL 725

CT - Coordinating Teachers (Team Leader)
ST - STAFF TEACHER
TCI - TEACHER CORPS INTERN
PP - Para-professional
SP - Supportive Personnel (Counselors, Librarians, Special Education, etc.)

Status of Staffing for Desegregation in 21 Louisville District Schools

(Schools with at least 35% Minority Race on Faculty)

School	Minority Race	Per Cent
DuValle Junior High	White	42
Manly Junior High	Black	40.8
Meyzeek Junior High	White	36
Parkland Junior High	Black	41.9
Russell Junior High	White	37.7
Shawnee Junior High	Black	36.5
Byck Elementary	White	36.9
Clay Elementary	Black	38.7
Engelhard Elementary	Black	36.3
Foster Elementary	White	37.3
King Elementary	White	41.9
Shawnee Elementary	Black	39.3
Southwick Elementary	White	37.0
Strother Elementary	Black	40.0
Talbert Elementary	White	36.4
Washington Elementary	White	37.5
Wheatley Elementary	Black	39
Carmichael Elementary	Black	36.3

Schools with at least 30% Minority Race on Faculty:

Brandeis Elementary	White	32.5
Carter Elementary	White	32.2
Cotter Elementary	White	33.3

APPENDIX B-1

Pre-Service Training Report

(Interpersonal Communications Interim Report)

INTERPERSONAL COMMUNICATIONS INTERIM REPORT

LOUISVILLE, KENTUCKY

From June 1970 to August 1970 the teachers, staff, and administrators of the Louisville, Kentucky school district participated in a series of workshops: Interpersonal Communications (IPC), Experiential Encounter Tapes (EET), Human Potential (HP), Self Enhancing Education (SEE), Communication Lab (CL), and Group Skills (GS). This report is concerned primarily with the Interpersonal Communications workshop. These workshops were administered to the population of this report in five sequences. Using the abbreviations given above the sequences are:

1. IPC EET HP SEE GS
2. SEE HP IPC EET GS
3. IPC SEE CL HP GS
4. IPC CL SEE HP GS
5. HP SEE EET CL GS (No IPC)

In this report the sequences will be identified only by number. The five sequences have three workshops in common (SEE, GS, HP). Sequences 1 and 2 in addition have IPC and EET, Sequences 3 and 4 in addition have IPC and CL, and Sequence 5 has in addition EET and CL. Of the four sequences which contained IPC, three of them (1, 3, and 4) took IPC during the first week of the training sequence while Sequence 2 had it in the middle. The sequences in this report will be one of the independent variables for comparison with the dependent variables given below, and they will also be compared with each other (i.e. 1 and 2 vs. 3 and 4; 1, 2, 3 and 4 vs. 5; 1, 3 and 4 vs. 2 etc.) to see what, if any, difference the workshops within the sequences made.

The population for this report comes from two basic groups: Staff teachers and Paraprofessionals. The Staff teachers (N=309) come from three different schools: Taylor, Parkland and King. The teachers from Taylor took Sequences 1 and 2, Parkland - Sequences 3 and 4, and King - Sequence 5. The paraprofessionals (N=61) comprise a group of non-professionals of all backgrounds who assist the teachers with classroom tasks. They took Sequences 1 and 2.

Three other groups will be used in comparison with the groups of participants given above. The first population consists of two control groups from the Louisville School District Paraprofessionals (N=22) and Staff teachers (N=30) who did not participate in the series of workshops but did take the same pencil and paper test at about the same time both before and after the workshops, as did the group of participants. This group will serve as comparison on the Attitudes Toward Innovative Practices, Meetings Evaluation, and Comprehension Measure. The second population consists of a group of Teacher Corps members (N=98), who participated in an Interpersonal Communications Workshop in August of 1970. They will serve as comparison on the comprehension measure. The third population consists of a school in Highland Park and three junior high schools in New York City which were given the Staff Meetings Questionnaire as a part of a study on organizational training (Schmuck and Runkel).[1] Their pre scores will serve as a comparison for the pre scores of the Louisville population.

The dependent variables for the above independent variables come from the five pencil and paper tests administered before and after the workshops, providing measures of five different kinds of information: 1) Background information about the participants - such as: age, sex, position, and educational background. 2) Participant attitudes toward innovative classroom practices. 3) Participant perceptions of the effectiveness of a meeting of a staff group. 4) Participant knowledge of the theory and concepts of Interpersonal Communication. And, 5) Personality of the participant.

Sample Loss:

A total of 394 participants completed the series of five instruments before the workshop. For 24 (6.1%) participants the data on which sequence they were involved, is not available. Table 1 shows the total number of participants recruited for whom the data on sequences are available and the total number for whom there is both pre and post data on all five instruments.

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[1] Organizational Training for a School Faculty. Schmuck, Richard A. and Phillip J. Runkel, University of Oregon Press. 1970. P. 182

Table 1

Table of Sample Loss
Number Completing both pre and post data

	Total Number Recruited	Background/ Innovative Practice	Meetings Questionnaire	Performance Test	FIRO-B	Eysenck Personality Inventory
Paraprofessionals	61	40	39	39	39	38
Teachers	309	300	297	300	297	298
Sequence 1 PP	33	22	21	21	22	21
Sequence 2 PP	28	18	18	18	17	17
Sequence 1 Tch	67	66	65	66	64	67
Sequence 2 Tch	70	68	67	68	68	68
Sequence 3	60	60	60	60	60	59
Sequence 4	63	62	62	62	61	63
Sequence 5	48	44	43	44	44	41
Control Paraprofessionals	22	22	18	22	--	--
Control Teachers	30	30	28	24	--	--

Population Characteristics:

The background characteristics of the participant population are quite varied as would be expected because of the broad range of people from professional teachers to paraprofessional teacher aides. Table 2 presents the percentages of paraprofessionals and staff teachers for each of the background characteristics of age, sex, position and education.

TABLE 2

Percentage Distribution of Population Characteristics
For
Paraprofessionals and Staff Teachers

Variable	Range	Paraprofessionals (N=61)	Teachers (N=301)
Sex	Male	1.6%	28.3%
	Female	98.3%	71.7%
Age	Under 20	11.7%	0%
	20 - 29	31.7%	49.0%
	30 - 39	18.3%	19.9%
	40 - 49	23.3%	13.6%
	50 - 59	13.3%	12.9%
	60 - 69	1.7%	4.6%
Position (Teachers only)	Elementary		40.9%
	Secondary		56.8%
	Other		2.3%
Education	High School	47.5%	.7%
	Some College	32.2%	.7%
	In College	15.3%	.3%
	College Graduate	3.4%	54.1%
	In Graduate Program	1.7%	19.2%
	Completed MA	0%	24.8%
	Completed Ph.D.	0%	.3%

For the teachers involved in the workshop, educational background did not make a difference in pre scores, post scores or pre-post change for any of the performance variables tested: IPC Comprehension, Innovative Practices total score, Meetings Questionnaire total score, and the Personality variables. Table 3, is an illustrative example showing the Innovative Practices total scores and comparing teachers with bachelors degrees against those who are in graduate programs or who have received graduate degrees.

TABLE 3

Comparison of College Graduates and
Teachers with Post Graduate Work on
Innovative Practices Total Scores.

Educational Background	Percent of Participants Scoring Above 75% Correct			
	Pre	N	Post	N
College Graduates	51%	175	73%	165
Post Graduates	54%	150	68%	133
X^2	.320		.866	
df	1		1	
P	NS		NS	

The X^2 tests were made on scores above and below the median and showed no significant differences between graduates and post graduates. There were no significant differences between these two groups on any of the performance variables. It was concluded that educational background did not make a difference in performance. Among other variables having no affect on performance are sex (male vs. female) and position (elementary vs. secondary).

One of the background variables, age, made a difference in IPC comprehension, but not in the other performance variables. Table 4 presents the data for the Comprehension test, the Meetings Questionnaire total score and Innovative Practices total score.

TABLE 4

Comparison of Teachers Less Than
30 Years Old with Those 30 and Over
on Three Performance Tests.

Performance Test	Under 30	30 & Over	X^2	df	p
Post Comprehension:					
N	152	142	17.439	1	.001
% scoring above 27*	64%	40%			
Comprehension: Pre-Post Differences:					
N	149	146	8.808	1	.01
% scoring above +5*	60%	42%			
Post Innovative Practices:					
N	146	151	.386	1	NS
% scoring above 37*	51%	55%			
Post Meetings Questionnaire:					
N	147	146	1.531	1	NS
% scoring above 115*	49%	42%			

*Cut off points are at or near the median.

Chi square tests for cut off points above and below the median indicate a significant relationship between IPC comprehension and age. Younger teachers tend to score higher. The same is true for difference scores on the test. Younger teachers tend to show more gain from training. Similar results have been obtained in other comprehension tests for the laboratory. Results of the Innovative Practices Questionnaire and Meetings Questionnaire show no significant differences in the performance of the two age groups.

Pre-Post Differences:

Administered both before and after the workshop, were nine statements on the background questionaire giving innovative practices which the participants were to rate according to how often they thought that these practices should be used in the classroom. They they were to rate them on a five point scale with 1=almost never, 5=almost always, making a total of 45 the maximum possible score.

All of the participants, both paraprofessionals and teachers, in all of the sequences made small but signifigant changes on the pre-post total scores of the attitudes towards innovative classroom practices measure. Table 5 presents the pre and post means and differences with a t for correlated means. In all instances the participants made signifigant gains, although the means actually increased only from one to three points. The pre means indicate that on a five point scale most of the participants averaged 3.5 or better on each item before the workshop so that it was not possible to increase greatly on the post test. The t-scores show that participants tended to make consistent increases in scores even though those increases were small.

The control groups, which did not go through the workshops, started with similarly high pre means but did not increase signifigantly on the post test. The scores of the paraprofessional control actually decreased and the control teachers increased less than one hundredth of a point. It is important to note that the paraprofessional control group was not similar to the paraprofessional experimental participant group on the pre scores for this measure, suggesting that the two groups were not drawn from the same population.

That all of the experimental groups made small consistent changes in pre-post total scores while the control groups stayed the same or decreased but not signifigantly, indicates that the training made a difference in the participant attitudes towards innovation in the classroom.

TABLE 5

Results of the Attitudes Toward Innovative Classroom Practices Measure[1] For All Participant Groups and Control

Population	Number	Pre Test Mean	Pre Test SD	Post Test Mean	Post Test SD	Pre-Post Test Mean Difference	Pre-Post Test t-Score[2]	Pre-Post Test df
Paraprofessionals	40	32.48	6.87	35.03	4.28	2.54	3.295**	39
Teachers	302	35.76	4.20	37.57	4.05	1.81	5.385***	301
Sequence 1 Paraprofessionals	22	32.71		36.71		3.14	4.319***	21
Sequence 2 Paraprofessionals	18	33.44		35.00		2.59	3.079***	17
Sequence 1 Teachers	67	35.82	4.67	38.21	4.03	2.38	3.134**	66
Sequence 2 Teachers	67	35.77	4.31	37.40	4.11	1.56	2.137*	66
Sequence 3	60	36.35	3.90	38.02	3.95	1.66	3.296***	59
Sequence 4	62	35.24	3.97	37.13	4.38	1.90	4.124***	61
Sequence 5	43	34.96	4.11	36.91	3.63	2.07	4.028***	42
Control - Paraprofessionals	22	35.68	3.27	34.46	4.16	-1.32	1.499	21
Control - Teachers	30	36.10	4.08	36.27	4.75	-.16	.268	29

[1] Maximum score = 45

[2] t for correlated means *=p <.05, **=p <.01, ***=p <.001

The Meetings Questionaire contained 37 sentences describing particular things that happen in meetings. Some of the statements were things that should happen and some were things that should not. Eash participant was asked to describe how often they saw those particular things happening in one meeting of a staff group before and after the workshop. 35% of the staff meetings rated by paraprofessionals before the workshop and 44% after the workshop were staff meetings, 90% of the meetings rated by the teachers pre and 70% post were staff meetings. For more information on the kinds of meetings rated see page 17 of this report on pre-post teacher vs. paraprofessional differences. The participants were to rate each item on a five point scale making the maximum possible score 185.

When comparing the total experimental groups of paraprofessionals and teachers, both made signifigant gains from pre to post scores, but when broken down into sequences, only sequence 1 shows any signifigant gain. Both paraprofessionals and teachers who took Sequence 1 made signifigant improvements. All other sequences with the exception of Sequence 3 made non signifigant positive gains, and Sequence 3 dropped with a -.63 mean difference. The control groups did not make signifigant gains, but they started with much higher means than the experimental group.

Although some signifigant gains were made, the results from the meetings questionaire are difficult to interpret. All of the pre means from the expermental group are extremely low, not only in comparison to the control group but also in comparison with the schools studied by Schmuck and Runkel.[2] The three New York City junior high schools had pre means of 161.82, 117.92, 130.63, the school in Highland Park had a pre mean of 136.41. The highest pre mean for any experiemntal group in this study was 112.98, the highest post mean was 117.91 and was still lower that any of the pre means for the Schmuck study and for the control of this study. Two explanations of this are that the Louisville teachers and paraprofessionals have good meetings and demand more for a meeting to rate well, or that their meetings are generally poorer than those of the other schools. For either explanation there is no way to explain the higher scores of the control group which came from the same school district.

Even with the low pre means the scores still did not show great improvement with the changes ranging from -.63 to the lowest positive improvement of 2.82 and the greatest positive improvement only 12.06. With a maximum score of 185 a greater change should result.

Table 6 presents the pre/post comparison data for the Meetings Questionaire.

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[2] Organizational Training for a School Faculty. Schmuck, Richard A. and Runkel, Phillip J., University of Oregon Press. 1970. P.182

TABLE 6

Results of the Staff Meetings Questionnaire[1]
For
All Participant Groups and Control

Population	Number	Pre Test		Post Test		Pre-Post Test		
		Mean	SD	Mean	SD	Mean Difference	t-Score[2]	df
Paraprofessionals	39	111.77	23.94	114.58	22.67	2.82	1.793*	38
Teachers	300	109.19	24.31	115.29	27.87	6.10	2.856**	299
Sequence 1 Paraprofessionals	22	106.81		117.91		12.06	3.539***	21
Sequence 2 Paraprofessionals	18	108.66		110.72		2.16	2.307	17
Sequence 1 Teachers	67	105.52	26.90	117.65	27.45	11.95	2.527**	66
Sequence 2 Teachers	67	105.82	24.70	113.74	31.04	7.87	1.652	66
Sequence 3	60	111.48	25.52	110.85	26.48	-.63	-.224	59
Sequence 4	62	110.84	23.87	116.47	28.10	4.97	1.410	61
Sequence 5	43	112.98	17.69	117.53	24.40	4.60	1.323	42
Control - Paraprofessionals	18	124.11	22.23	126.77	19.23	2.66	.719	17
Control - Teachers	28	129.96	25.38	125.11	26.54	-5.29	2.182	27

[1] Maximum score = 185

[2] t for correlated [illegible] * < .05 ** < .01 *** < .001

The Interpersonal Communications comprehension test was designed to measure knowledge of the theory and concepts of the Interpersonal Communications system. It contained 22 multiple choice questions with from one to five correct responses. The maximum possible total score was [illegible].

All of the participant groups with the exception of Sequence 5 made signifigant gains with the average mean difference ranging from 5.21 to 7.15. The mean gains were again relatively small, but consistent so that all of the t-scores were signifigant. Sequence 5, which had no Interpersonal Communications training improved only slightly, and not signifigantly. This indicates that the presence of the Interpersonal Communications workshop was the deciding factor in knowing the concepts and theory of Interpersonal Communications. The control teachers did not make any signifigant improvement; however, the control paraprofessionals with a mean difference of only 2.22 improved consistently enough to obtain a signifigant t-score. Why this happened is not easily understood and more information about what happened to the paraprofessionals between the pre and post testing is necessary.

Although the experimental groups which took Interpersonal Communications showed a signifigant t-score on a pre/post comparison, the mean improvement was very slight when compared with results from an Interpersonal Communications workshop held in August 1970 in Washington D.C. Of the 98 Teacher Corps participants, 91 completed both the pre and post questionaires. Their mean difference of 12.05 yielded a highly signifigant t-score of 18.000. The greatest mean difference from any of the groups in this study is 7.15. There are two factors which probably contributed to the lower mean gains of the Louisville population. First, most of the Louisville participants did not take the complete Interpersonal Communications training package so that they would not have gained the best understanding of the system. Second, the Washington D.C. population received only Interpersonal Communications training, while participants at Louisville completed a long series of workshops, resulting, perhaps, in less retention of specific concepts.

The participants, despite not being completely trained in the system, and despite the time lag between the end of training and post testing, did make small consistent and statistically signifigant improvements. Those participants who did not take Interpersonal Communications did not make signifigant improvements.

Table 7 presents the pre-post comparisons for the Interpersonal Communications Comprehension Test.

TABLE 7

Results of the Interpersonal Communications Comprehension Test[1]
For
All Participant Groups, Control and Washington, D.C.

Population	Number	Pre Test Mean	Pre Test SD	Post Test Mean	Post Test SD	Pre-Post Test Mean Difference	Pre-Post Test t-Score[2]	Pre-Post Test df
Paraprofessionals	39	17.70	4.47	23.46	5.70	5.58	6.960***	38
Teachers	302	22.05	4.58	27.51	4.96	5.46	14.010***	301
Sequence 1 Paraprofessionals	20	16.19		22.95		7.15	4.095***	19
Sequence 2 Para-Professionals	18	18.39		24.61		6.35	3.257**	17
Sequence 1 Teachers	67	22.01	4.63	27.86	5.16	5.80	6.046***	66
Sequence 2 Teachers	67	22.70	4.95	27.99	4.62	5.21	6.243***	66
Sequence 3	60	21.77	4.35	27.77	5.10	6.03	11.337***	59
Sequence 4	62	21.94	4.12	28.52	4.38	6.84	13.221***	61
Sequence 5	43	21.85	4.34	24.55	4.98	2.61	.602	42
Control - Paraprofessionals	22	19.50	4.11	21.45	3.28	2.22	3.066**	21
Control - Teachers	24	22.63	5.03	25.63	6.82	2.63	2.167	23
Washington, D.C.	91	20.08	33.87	33.09		12.05	18.000***	90

[1] Maximum Score = 45

[2] t for correlated means *=p < .05, **=p < .01, ***=p < .001

FIRO-B or Fundamental Interpersonal Relations Orientation-Behavior is an instrument measuring how an individual characteristically relates to other people on the behavioral level. "The primary purposes of the FIRO-B are: (1) to measure how an individual acts in interpersonal situations, and (2) to provide an instrument that will facilitate the prediction of interaction between people."[3] The names meanings for the FIRO-B scales are:

Expressed Inclusion: I make efforts to include other people in my activities and to get them to include me in theirs. I try to belong, to join social groups, to be with people as much as possible.

Expressed Control: I try to exert control and influence over things. I take charge of things and tell other people what to do.

Expressed Affection: I make efforts to become close to people. I express friendly and affectionate feelings and try to be personal and intimate.

Wanted Inclusion: I want other people to include me in their activities and to invite me to belong, even if I do not make an effort to be included.

Wanted Control: I want others to control and influence me. I want other people to tell me what to do.

Wanted Affection: I want others to express friendly and affectionate feelings toward me and to try to become close to me.[4]

The teachers changed on the FIRO-B scales more signifigantly as a result of the training than did the paraprofessionals. On all of the scales except Expressed Control the teachers made signifigant changes. The paraprofessionals made no signifigant changes.

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[3] The FIRO- Scales Manuel. Schutz, William C., Consulting Psychologists Press, Inc. 1967. P.4

[4] Ibid. P.5

TABLE 8

Results of FIRO-B Personality Measure[1]
For
Paraprofessionals and Teachers

Population	N	Variable	Pre Test Mean	Pre Test SD	Post Test Mean	Post Test SD	Pre-Post Test Mean Difference	Pre-Post Test t-score[2]	Pre-Post Test df
Paraprofessionals	40	Expressed Inclusion	5.237	2.053	4.975	2.006	- .252	.571	39
Teachers	301		5.781	1.706	6.812	1.713	.401	2.873**	300
Paraprofessionals	29	Expressed Control	2.953	2.023	2.241	1.299	- .712	1.429	28
Teachers	252		3.348	1.999	3.380	1.971	.032	.108	251
Paraprofessionals	40	Expressed Affection	4.745	2.217	4.925	5.827	.180	.180	39
Teachers	295		4.984	2.379	2.565	2.384	-2.419	12.316***	294
Paraprofessionals	33	Wanted Inclusion	4.574	2.491	4.272	6.617	- .302	.241	32
Teachers	264		5.754	2.674	2.515	2.410	-3.239	14.608***	263
Paraprofessionals	37	Wanted Control	3.724	1.724	3.081	1.934	- .643	1.489	36
Teachers	293		4.546	1.952	4.177	2.161	- .369	2.167*	292
Paraprofessionals	40	Wanted Affection	5.433	2.157	6.000	1.664	.567	1.117	39
Teachers	295		6.280	1.984	6.830	2.124	.550	3.246***	294

[1] Maximum score = 9

[2] t for correlated means *=p < .05, **=p < .01, ***=p < .001

The Eysenck Personality Inventory is an insturment intended to measure two sources of personality questionaire variance - extroversion/introversion and neuroticism/stability. The higher the score, the greated the extroversion or neuroticism. This inventory has two parallel forms permitting retesting, and nine different items of a Lie scale to find out how much the participants try to put themselves in a socially favorable light.[5]

Neither the teachers or the paraprofessionals made any signifigant changes in the pre to post testing of the Eysenck Personality inventory indicating that no great changes were made as a result of training.

Table 9 presents the pre-post comparisons for the Eysenck Personality Inventory.

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[5] The Sixth Mental Measurements Yearbook. "Eysenck Personality Inventory" by James C. Lingoes. P.94

TABLE 9

Results of The Eysenck Personality Measure[1]
For
Paraprofessionals and Teachers

Population	N	Variable	Pre Test		Post Test		Pre-Post Test[2]		
			Mean	SD	Mean	SD	Mean Difference	t-score	df
Paraprofessionals	39	Extroversion	12.793	4.311	11.487	3.339	-1.306	1.477	38
Teachers	302		12.945	3.682	13.443	3.650	.498	1.679	301
Paraprofessionals	39	Neuroticism	9.879	5.204	9.076	5.208	- .803	.672	38
Teachers	299		8.253	4.943	8.050	4.941	- .203	.501	298
Paraprofessionals	36	Lie	2.963	1.563	3.361	1.476	.398	1.095	35
Teachers	278		2.970	1.637	2.989	1.572	.019	.139	277

[1] Extroversion Maximum Score = 24, Neuroticism Maximum Score = 24, Lie Maximum Score = 9

[2] t for correlated means

*=$p < .05$, **=$p < .01$, ***=$p < .001$

Intergroup Differences:

Paraprofessionals and teachers differed in several significant ways. Table 10 compares these groups on their Innovative Practices total scores, Meetings Questionnaire total scores, and Comprehension Tests.

Table 10
Comparison of Teachers and Paraprofessionals
on three Performance Tests

Instrument	Paraprofessionals			Teachers			Difference	
	N	Mean	SD	N	Mean	SD	t	df
Innovative Practices								
Pre	60	32.48	6.87	332	35.76	4.20	4.971***	390
Post	40	35.03	4.28	302	37.58	4.05	3.727***	340
Pre-Post Diff	40	2.08	3.98	302	1.88	3.79	0.308	340
Meetings Questionnaire								
Pre	61	111.77	23.93	331	109.19	24.31	0.763	390
Post	39	114.59	22.67	300	115.29	27.87	0.151	337
Pre-Post Diff	39	6.92	24.11	299	5.89	28.21	0.218	336
Comprehension								
Pre	61	17.70	4.47	331	22.05	4.58	6.833***	390
Post	39	23.46	5.70	302	27.51	4.96	4.710***	339
Pre-Post Diff	39	6.26	5.61	301	5.45	4.13	1.098	338

Teachers scored higher than paraprofessionals on pre and post tests for both Innovative Practices and Comprehension. However, in neither case did the teachers show more pre-post gain. Thus, paraprofessionals and teachers improved equally, but started at different levels. The teachers can be expected to show higher comprehension because of variables related to their level of education. But it is interesting to find that paraprofessionals tend to be more conservative about innovative practices. The difference is small but consistent enough to be significant at the .01 probability level.

There were no differences between the groups on the Meetings Questionnaire, suggesting that they perceive meetings similarly. The meetings rated by the paraprofessionals included 44% faculty and staff, 12% student group, 12% church group and 32% "other." Nearly 90% of the meetings rated by the teachers were faculty or staff on the pre-test, but on the post-test there was a shift to about 70% faculty/staff and 20% workshop meetings.

Differences on the personality tests for the paraprofessionals and teachers are summarized in Table 11. Mean pre-post changes on the personality varibles are presented for each group and a t-score compares them.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11
Comparison of Teachers and Paraprofessionals
on Pre-Post Change Scores for two Personality Tests

Variable	Paraprofessionals			Teachers				
	N	Mean	SD	N	Mean	SD	t	df
FIRO-B								
Expressed Inclusion	39	-0.41	1.46	300	0.36	1.76	2.609**	337
Expressed Control	39	-0.21	2.00	300	0.08	2.07	0.803	337
Expressed Affection	39	0.33	2.34	300	0.79	2.45	1.107	337
Wanted Inclusion	39	-0.28	2.64	300	0.84	3.12	2.151*	337
Wanted Control	39	-0.72	1.54	300	-0.46	1.20	0.766	337
Wanted Affection	39	0.44	2.11	300	0.63	2.18	0.535	337
Eysenck								
Extroversion	38	-1.29	4.24	300	0.59	2.99	3.464**	336
Neuroticism	38	-0.29	3.34	300	-0.08	4.45	0.285	336
Lie	38	0.34	1.60	300	0.03	1.75	1.055	336

Inspection of Table 11 reveals that the two groups differed in their Expressed and Wanted Inclusion, and Extroversion pre-post change scores. Paraprofessionals decreased through training on all three of these variables, while the teachers increased slightly. There are no significant differences for the other variables.

The five training sequences of this workshop had three workshops in common; SEE, GS, HP. In addition, sequence 1 through 4 had IPC. Sequences 1 and 2 differed from sequences 3 and 4 in that the former had the EET workshop while the latter had the CL workshop. Therefore, sequence 1 and 2 was compared with sequence 3 and 4 on the various performance measures. Table 12 presents the results of this comparison. Table 13 presents the results for the personality variables change scores.

It is apparant that the two groups of sequences diddiffer somewhat on the performance measures. There was a significant difference in pre-post change scores for both the Meetings Questionnaire and Comprehension Test. Sequences 1 and 2, with the EET workshop training, began training with lower scores on the Meetings Questionnaire and gained enough through training to have higher post scores than Sequences 3 and 4. However, the reverse is true for the Comprehension test. Sequences 3 and 4, with the CL workshop training, showed more comprehension gain. The differences between groups on both measures are small,,but again, consistent enough to be statistically significant.

There are more differences between these two groups on the personality variables. Sequences 1 and 2 show more gain in the FIRO-B variables Expressed Inclusion and Expressed Affection, and showed more loss on the variable Wanted Control. Sequences 1 and 2 also gained less in the Eysenck variable,

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 12
Comparison of Sequences 1 and 2 with Sequences 3 and 4
on three Performance Tests

Instrument	Sequences 1 and 2			Sequences 3 and 4				
	N	Mean	SD	N	Mean	SD	t	df
Innovative Practices								
Pre	136	35.79	4.47	123	35.78	3.69	0.026	257
Post	134	37.80	4.08	122	37.57	4.18	0.451	254
Pre-Post Diff	134	1.96	3.93	122	1.79	3.76	0.365	254
Meetings Questionnaire								
Pre	135	105.67	25.71	123	111.15	24.59	1.746*	256
Post	133	115.65	29.29	122	113.70	27.35	0.546	253
Pre-Post Diff	132	9.88	32.02	122	2.21	25.09	2.112*	252
Comprehension								
Pre	136	22.36	4.79	122	21.84	4.22	0.928	256
Post	134	27.93	4.88	122	28.15	4.74	0.369	254
Pre-Post Diff	134	5.50	3.88	121	6.44	4.18	1.857*	253

Table 13
Comparison of Sequences 1 and 2 with Sequences 3 and 4
on Pre-Post Change Scores for two Personality Tests

Variable	Sequences 1 and 2			Sequences 3 and 4				
	N	Mean	SD	N	Mean	SD	t	df
FIRO-B								
Expressed Inclusion	132	0.60	1.82	122	-0.02	1.78	2.759**	252
Expressed Control	132	-0.27	1.88	122	0.13	2.04	1.642	252
Expressed Affection	132	1.08	2.44	122	0.44	2.45	2.087*	252
Wanted Inclusion	132	0.81	3.07	122	0.75	3.28	0.162	252
Wanted Control	132	-0.66	1.20	122	-0.12	2.01	2.129*	252
Wanted Affection	132	0.80	2.20	122	0.36	2.18	1.608	252
Eysenck								
Extroversion	135	0.16	3.25	122	0.98	2.74	2.174*	255
Neuroticism	135	-1.11	3.61	122	0.51	3.48	3.655***	255
Lie	135	0.20	1.94	122	-0.17	1.61	1.602	255

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* $p < .05$, **$p < .01$, *** $p < .001$

Extroversion, and dropped greater in the variable Neuroticism.

Sequence 5 differs from the other 4 sequences in that this group received the IPC workshop. In order to asses differences brought about by this workshop, sequence 5 was compared with the other sequences. Differences in the performance measures was discussed above in the presentation of the pre and post results (page 11). It was noted that sequence 5, having no IPC training, differed only in that they showed no gain on the IPC Comprehension Test. There were no differences for the Innovative Practices Question, nor the Meetings questionnaire.

There was only one difference in gain scores for the personality variables. A comparison between sequence 5 and sequences 1 through 4 is presented in Table 14.

Table 14

Comparison of Sequence 5 with Sequences 1 through 4
on Pre-Post Change Scores for two Personality Tests

Variable								
FIRO-B								
Expressed Inclusion	254	0.30	1.82	44	0.66	1.33	1.253	296
Expressed Control	254	-0.08	1.96	44	0.95	2.48	3.091***	296
Expressed Affection	254	0.78	2.46	44	0.84	2.48	0.162	296
Wanted Inclusion	254	0.78	3.17	44	1.22	2.89	0.877	296
Wanted Control	254	-0.40	2.02	44	-0.70	1.85	0.929	296
Wanted Affection	254	0.59	2.20	44	0.91	2.10	0.89	296
Eysenck								
Extroversion	257	0.54	3.04	41	0.85	2.71	0.613	296
Neuroticism	257	-0.34	3.63	41	0.54	3.75	1.433	296
Lie	257	0.02	1.80	41	-0.02	1.35	0.163	296

Sequence 4 decreased very slightly while sequences 1 through 4 gained slightly in the FIRO-B Expressed Control variable, resulting in a statistically significant difference.

APPENDIX A

Table of Percentage Distribution For Innovative Practices Pre and Post Total Scores

Population	Number		Range of Scores					
			0-20	21-25	26-30	31-35	36-40	41-45
Paraprofessionals	Pre	60	3.3%	3.3%	30.0%	30.0%	21.7%	11.7%
	Post	40	0%	0%	15.0%	40.0%	32.5%	12.5%
Teachers	Pre	307	0%	1%	9.8%	37.8%	38.4%	13.0%
	Post	300	0%	7%	3.3%	25.3%	47.3%	23.3%
Sequence 1 Paraprofessionals	Pre	32	3.1%	0%	34.4%	31.3%	21.9%	9.4%
	Post	22	0%	0%	18.2%	40.9%	22.7%	18.2%
Sequence 2 Paraprofessionals	Pre	28	3.6%	7.1%	25.0%	28.6%	21.4%	14.3%
	Post	18	0%	0%	11.1%	38.9%	44.4%	5.6%
Sequence 1 Teachers	Pre	67	0%	3%	9%	35.8%	37.3%	14.9%
	Post	66	0%	0%	4.5%	18.2%	48.5%	28.8%
Sequence 2 Teachers	Pre	69	0%	0%	11.6%	36.2%	37.7%	14.5%
	Post	68	0%	0%	2.9%	26.5%	45.6%	25.5%
Sequence 3	Pre	60	0%	1.7%	6.7%	31.7%	48.3%	11.7%
	Post	60	0%	1.7%	0%	26.7%	45.0%	26.7%
Sequence 4	Pre	63	0%	0%	7.9%	44.4%	36.5%	11.1%
	Post	62	0%	1.6%	8.1%	19.4%	54.8%	16.1%
Sequence 5	Pre	48	0%	0%	14.6%	41.7%	31.3%	12.5%
	Post	44	0%	0%	0%	40.9%	40.9%	18.2%

APPENDIX B

Table of Percentage Distribution
For
Meetings Questionnaire Pre and Post Total Scores

Population	Number			Range of Scores			
		0-40	40-80	80-100	100-120	120-140	140-185
Paraprofessionals	Pre 61	1.6%	8.2%	16.4%	41.0%	21.[illegible]	11.5%
	Post 39	0%	2.6%	28.2%	[illegible]	25.[illegible]	17.9%
Teachers	Pre 306	0%	12.1%	26.5%	30.4%	[illegible]9.[illegible]	11.4%
	Post 298	0%	8.7%	24.9%	23.8%	22.[illegible]	19.8%
Sequence 1 Paraprofessionals	Pre 33	3%	9.1%	21.2%	33.4%	30.3%	3%
	Post 21	0%	0%	28.5%	23.8%	28.6%	19.0%
Sequence 2 Paraprofessionals	Pre 28	0%	7.2%	10.7%	50.0%	10.7%	21.4%
	Post 18	0%	5.6%	27.8%	33.3%	16.7%	16.7%
Sequence 1 Teachers	Pre 67	0%	12.4%	25.3%	22.4%	19.4%	10.4%
	Post 65	0%	7.7%	21.6%	26.1%	21.5%	23.1%
Sequence 2 Teachers	Pre 68	0%	14.8%	35.3%	20.6%	17.7%	11.8%
	Post 68	0%	19.8%	23.5%	26.5%	16.2%	22.1%
Sequence 3	Pre 60	0%	9.9%	23.3%	30.0%	21.6%	15.0%
	Post 60	0%	13.4%	26.6%	21.6%	25.0%	13.3%
Sequence 4	Pre 63	0%	9.6%	22.3%	36.5%	20.6%	11.1%
	Post 62	0%	6.4%	25.8%	21.0%	25.8%	21.0%
Sequence 5	Pre 48	0%	0%	25.0%	47.9%	18.7%	8.3%
	Post 43	0%	2.3%	27.9%	23.3%	28.0%	18.6%

APPENDIX C

Table of Percentage Distribution
For
Cognitive Performance Test Pre and Post Total Scores

Population	Number		Range of Scores							
			0-10	11-15	16-20	21-25	25-30	31-35	36-40	41+
Paraprofessionals	Pre	61	4.9%	23.0%	49.2%	18.0%	4.9%	0%	0%	0%
	Post	39	0%	2.6%	41.0%	17.9%	28.2%	7.7%	2.6%	0%
Teachers	Pre	306	.7%	4.9%	30.1%	43.5%	17.0%	3.6%	.3%	0%
	Post	300	.3%	1.0%	9.0%	22.3%	36.0%	28.7%	2.7%	0%
Sequence 1 Paraprofessionals	Pre	33	6.1%	33.3%	45.5%	12.7%	3.0%	0%	0%	0%
	Post	21	0%	4.8%	14.3%	23.8%	4.8%	4.8%	4.8%	0%
Sequence 2 Paraprofessionals	Pre	28	3.6%	10.7%	53.6%	25.0%	7.1%	0%	0%	0%
	Post	18	0%	0%	33.3%	22.2%	33.3%	11.1%	0%	0%
Sequence 1 Teachers	Pre	67	1.5%	4.5%	25.4%	52.2%	13.4%	3.0%	0%	0%
	Post	66	0%	0%	13.6%	18.2%	31.8%	31.8%	4.5%	0%
Sequence 2 Teachers	Pre	69	1.4%	1.4%	29.0%	40.6%	18.8%	8.7%	0%	0%
	Post	68	0%	1.5%	2.9%	23.5%	42.6%	26.5%	2.9%	0%
Sequence 3	Pre	60	0%	6.7%	36.7%	35.0%	20.0%	1.7%	0%	0%
	Post	60	1.7%	0%	6.7%	21.7%	38.3%	28.3%	3.3%	0%
Sequence 4	Pre	62	0%	6.5%	27.4%	48.4%	16.1%	0%	1.6%	0%
	Post	62	0%	0%	4.8%	19.4%	37.1%	37.1%	1.6%	0%
Sequence 5	Pre	48	0%	6.3%	33.3%	39.6%	16.7%	4.2%	0%	0%
	Post	44	0%	4.5%	20.5%	31.8%	27.3%	15.9%	0%	0%

APPENDIX D1

Table of Percentage Distribution
For
Eysenck Extraversion Pre and Post Scores

opulation	Number		Range of Scores							
			0-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24
araprofessionals	Pre	58	1.7%	10.3%	10.3%	25.9%	19.0%	25.9%	6.9%	0%
	Post	39	0%	10.3%	15.4%	33.3%	23.1%	17.9%	0%	0%
eachers	Pre	306	.7%	4.2%	13.1%	24.8%	32.7%	17.3%	6.9%	.3%
	Post	300	.7%	3.0%	11.7%	24.0%	29.7%	23.7%	7.0%	.3%
equence 1 Para-professionals	Pre	31	3.2%	12.9%	9.7%	29.0%	9.7%	25.8%	9.7%	0%
	Post	22	0%	4.5%	4.5%	45.5%	22.7%	22.7%	0%	0%
Sequence 2 Para-professionals	Pre	27	0%	7.4%	11.1%	22.2%	29.6%	25.9%	3.7%	0%
	Post	17	0%	17.6%	29.4%	17.6%	23.5%	11.8%	0%	0%
quence 1 Teachers	Pre	67	0%	1.5%	7.5%	28.4%	29.9%	23.9%	9.0%	0%
	Post	67	0%	1.5%	13.4%	16.4%	40.3%	19.4%	9.0%	0%
Sequence 2 Teachers	Pre	70	0%	4.3%	8.6%	24.3%	30.0%	25.7%	7.1%	0%
	Post	68	0%	2.9%	4.4%	33.8%	25.0%	27.9%	5.9%	0%
Sequence 3	Pre	59	0%	5.1%	22.0%	27.1%	28.8%	15.3%	1.7%	0%
	Post	60	1.7%	6.7%	13.3%	20.0%	28.3%	26.7%	3.3%	0%
Sequence 4	Pre	63	3.2%	7.9%	11.1%	22.2%	34.9%	11.1%	9.5%	0%
	Post	63	1.6%	3.2%	12.7%	23.8%	28.6%	19.0%	9.5%	1.6%
Sequence 5	Pre	47	0%	2.1%	19.1%	21.3%	42.6%	6.4%	6.4%	2.1%
	Post	42	0%	0%	16.7%	26.2%	23.8%	26.2%	7.1%	0%

APPENDIX D2

Table of Percentage Distribution
For
Eysenck Neuroticism Pre and Post Scores

Population	Number		Range of Scores							
			0-3	4-6	7-9	10-12	13-15	16-18	19-21	21+
Paraprofessionals	Pre	58	10.3%	13.8%	25.9%	24.1%	10.3%	6.9%	[illegible]	3.4%
	Post	39	17.9%	20.5%	17.9%	12.8%	17.9%	10.3%	2.6%	0%
Teachers	Pre	304	14.5%	27.0%	25.3%	17.8%	7.9%	6.3%	1.3%	0%
	Post	297	15.2%	25.9%	26.6%	17.8%	8.1%	4.7%	1.3%	.3%
Sequence 1 Para-professionals	Pre	31	6.5%	12.9%	29.0%	22.6%	6.5%	9.7%	9.7%	3.2%
	Post	22	22.7%	18.2%	13.6%	13.6%	18.2%	9.1%	4.5%	0%
Sequence 2 Para-professionals	Pre	27	14.8%	14.8%	22.2%	25.9%	14.8%	3.7%	0%	3.7%
	Post	17	11.8%	23.5%	23.5%	11.8%	17.6%	11.8%	0%	0%
Sequence 1 Teachers	Pre	67	13.4%	23.9%	23.9%	25.4%	4.5%	7.5%	1.5%	0%
	Post	66	13.6%	28.8%	28.8%	18.2%	4.5%	3.0%	3.0%	0%
Sequence 2 Teachers	Pre	70	5.7%	30.0%	22.9%	25.7%	8.6%	5.7%	1.4%	0%
	Post	67	17.9%	31.3%	28.4%	9.0%	9.0%	4.5%	0%	0%
Sequence 3	Pre	57	19.3%	29.8%	29.8%	1.8%	10.5%	7.0%	1.8%	0%
	Post	60	18.3%	23.3%	18.3%	26.7%	6.7%	6.7%	0%	0%
Sequence 4	Pre	63	17.5%	28.6%	20.6%	14.3%	9.5%	7.9%	1.6%	0%
	Post	62	8.1%	27.4%	27.4%	19.4%	8.1%	6.5%	1.6%	1.6%
Sequence 5	Pre	47	19.1%	21.3%	31.9%	19.1%	6.4%	2.1%	0%	0%
	Post	42	17.0%	14.3%	31.0%	16.7%	14.3%	2.4%	2.4%	0%

APPENDIX E1

Table of Percentage Distribution For Expressed Inclusion Pre and Post Scores

Population	Number	Range of Scores								
		1	2	3	4	5	6	7	8	9
Paraprofessionals	Pre 59	5.1%	6.8%	8.5%	16.9%	10.2%	23.7%	13.6%	13.6%	1.7%
	Post 40	2.5%	15.0%	2.5%	22.5%	17.5%	12.5%	15.0%	12.5%	0%
Teachers	Pre 305	.7%	3.0%	6.6%	12.5%	17.4%	22.3%	21.3%	13.1%	3.3%
	Post 299	.7%	1.3%	5.0%	9.7%	18.4%	17.7%	22.1%	18.7%	6.4%
Sequence 1 Paraprofessionals	Pre 32	3.1%	9.4%	3.1%	15.6%	12.5%	21.9%	18.8%	12.5%	3.1%
	Post 22	0%	13.6%	0%	18.2%	22.7%	18.2%	13.6%	13.6%	0%
Sequence 2 Paraprofessionals	Pre 27	7.4%	3.7%	14.8%	18.5%	7.4%	25.9%	7.4%	14.8%	0%
	Post 18	5.6%	16.7%	5.6%	26.8%	11.1%	5.6%	6.7%	11.1%	0%
uence 1 Teachers	Pre 65	1.5%	3.1%	6.2%	12.3%	12.3%	20.0%	26.2%	16.9%	1.5%
	Post 66	1.5%	0%	0%	15.2%	12.1%	22.7%	22.7%	19.7%	6.1%
Sequence 2 Teachers	Pre 69	0%	4.3%	5.8%	11.6%	18.8%	27.5%	15.9%	11.6%	4.3%
	Post 69	0%	1.4%	4.3%	4.3%	18.8%	21.7%	18.8%	20.3%	10.1%
Sequence 3	Pre 60	1.7%	1.7%	6.7%	10.0%	16.7%	20.0%	30.0%	13.3%	0%
	Post 59	1.7%	0%	3.4%	13.6%	22.0%	18.6%	23.7%	15.3%	1.7%
Sequence 4	Pre 63	0%	4.8%	1.6%	12.7%	20.6%	22.2%	17.5%	14.3%	6.3%
	Post 61	0%	1.6%	14.8%	6.6%	21.3%	6.6%	21.3%	21.3%	6.6%
Sequence 5	Pre 48	0%	0%	14.6%	16.7%	18.8%	20.8%	16.7%	8.3%	4.2%
	Post 44	0%	4.5%	2.3%	9.1%	18.2%	18.2%	25.0%	15.9%	6.3%

APPENDIX E2

Table of Percentage Distribution
For
Expressed Control Pre and Post Scores

Population	Number	Range of Scores								
		1	2	3	4	5	6	7	8	9
Paraprofessionals	Pre 43	32.6%	16.3%	16.3%	16.3%	9.3%	2.3%	2.3%	2.3%	2.3%
	Post 29	41.4%	17.2%	24.1%	10.3%	6.9%	0%	0%	0%	0%
Teachers	Pre 249	20.1%	19.7%	20.5%	13.3%	12.4%	5.2%	4.4%	2.4%	2.0%
	Post 251	21.1%	19.5%	13.1%	16.3%	19.5%	4.8%	1.6%	.8%	3.2%
Sequence 1 Paraprofessionals	Pre 25	40.0%	16.0%	12.0%	12.0%	8.0%	0%	4.0%	4.0%	4.0%
	Post 13	37.5%	6.3%	31.3%	18.8%	6.3%	0%	0%	0%	0%
Sequence 2 Paraprofessionals	Pre 18	22.2%	16.7%	22.2%	22.2%	11.1%	5.6%	0%	0%	0%
	Post 16	46.2%	30.8%	15.4%	0%	7.7%	0%	0%	0%	0%
Sequence 1 Teachers	Pre 62	21.0%	19.4%	21.0%	8.1%	16.1%	6.5%	3.2%	4.8%	0%
	Post 60	18.3%	18.3%	21.7%	8.3%	25.0%	.5%	0%	0%	3.3%
Sequence 2 Teachers	Pre 55	18.2%	16.4%	23.6%	18.2%	10.9%	9.1%	1.8%	0%	1.8%
	Post 54	25.9%	24.1%	14.8%	16.7%	13.0%	1.9%	1.9%	0%	1.9%
Sequence 3	Pre 51	13.7%	23.5%	9.8%	25.5%	13.7%	2.0%	5.9%	5.9%	2.0%
	Post 53	20.8%	13.2%	11.3%	18.9%	24.5%	7.5%	0%	0%	3.8%
Sequence 4	Pre 44	20.5%	22.7%	22.7%	2.3%	11.4%	4.5%	9.1%	0%	6.8%
	Post 47	23.4%	21.3%	4.3%	21.3%	14.9%	6.4%	2.1%	2.1%	4.3%
Sequence 5	Pre 37	29.7%	16.2%	27.0%	10.8%	8.1%	2.7%	2.7%	2.7%	0%
	Post 37	16.2%	21.6%	10.8%	18.9%	18.9%	2.7%	5.4%	2.7%	2.7%

APPENDIX E3

Table of Percentage Distribution
For
Expressed Affection Pre and Post

Population	Number		Range of Scores								
			1	2	3	4	5	6	7	8	9
Paraprofessionals	Pre	59	8.5%	10.2%	13.6%	13.6%	13.6%	16.9%	11.9%	8.5%	3.4%
	Post	40	2.5%	15.0%	25.0%	15.0%	2.5%	5.0%	7.5%	17.5%	10.0%
Teachers	Pre	301	7.0%	9.6%	18.9%	11.6%	11.3%	10.3%	11.3%	12.6%	7.3%
	Post	293	3.4%	5.8%	15.4%	16.1%	12.6%	11.6%	12.3%	7.7%	15.0%
Sequence 1 Paraprofessionals	Pre	33	6.1%	12.1%	15.2%	18.2%	12.1%	15.2%	12.1%	9.1%	0%
	Post	22	4.5%	0%	27.3%	22.7%	4.5%	4.5%	9.1%	13.6%	13.6%
Sequence 2 Paraprofessionals	Pre	26	11.5%	7.7%	11.5%	7.7%	15.4%	19.2%	11.5%	7.7%	7.7%
	Post	18	0%	33.3%	22.2%	5.6%	0%	5.6%	5.6%	22.2%	5.6%
Sequence 1 Teachers	Pre	64	4.7%	6.3%	20.3%	6.3%	9.4%	14.1%	15.6%	14.1%	9.4%
	Post	65	0%	3.1%	15.4%	7.7%	16.9%	7.7%	20.0%	18.5%	10.8%
Sequence 2 Teachers	Pre	68	7.4%	10.3%	13.2%	17.6%	8.8%	10.3%	5.9%	19.1%	7.4%
	Post	69	2.9%	4.3%	10.1%	4.3%	13.0%	7.2%	8.7%	21.7%	27.5%
Sequence 3	Pre	59	3.4%	10.2%	22.0%	11.9%	13.6%	8.5%	15.3%	6.8%	8.5%
	Post	60	6.7%	8.3%	18.3%	11.7%	6.7%	10.0%	5.0%	20.0%	13.3%
Sequence 4	Pre	63	11.1%	12.7%	17.5%	7.9%	15.9%	9.5%	6.3%	14.3%	4.8%
	Post	57	5.3%	5.3%	21.1%	5.3%	7.0%	21.1%	10.5%	14.0%	10.5%
Sequence 5	Pre	47	8.5%	8.5%	23.4%	14.9%	8.5%	8.5%	14.9%	6.4%	6.4%
	Post	42	2.4%	9.5%	11.9%	0%	21.4%	14.3%	19.0%	11.9%	9.5%

APPENDIX E4

Table of Percentage Distribution
For
Wanted Inclusion Pre and Post Scores

Population	Number	Range of Scores								
		1	2	3	4	5	6	7	8	9
Paraprofessionals	Pre 47	14.9%	12.8%	8.5%	10.6%	19.1%	4.3%	14.9%	10.6%	4.3%
	Post 33	24.2%	9.1%	9.1%	6.1%	9.1%	15.2%	21.2%	6.1%	0%
Teachers	Pre 263	9.9%	8.7%	6.8%	8.7%	4.9%	10.6%	18.3%	12.9%	19.0%
	Post 262	6.1%	3.4%	3.8%	5.3%	10.3%	8.0%	17.6%	16.4%	29.0%
Sequence 1 Paraprofessionals	Pre 27	22.2%	3.7%	11.1%	3.7%	14.8%	7.4%	22.2%	11.1%	3.7%
	Post 20	30.0%	10.0%	5.0%	0%	5.0%	20.0%	20.0%	10.0%	0%
Sequence 2 Paraprofessionals	Pre 20	.5%	25.0%	.5%	20.0%	25.0%	0%	.5%	10.0%	.5%
	Post 13	15.4%	7.7%	15.4%	15.4%	15.4%	7.7%	23.1%	0%	.0%
Sequence 1 Teachers	Pre 58	6.9%	6.9%	10.3%	8.6%	1.7%	13.8%	20.7%	10.3%	20.7%
	Post 58	5.2%	3.4%	3.4%	3.4%	15.5%	8.6%	19.0%	12.1%	29.3%
Sequence 2 Teachers	Pre 58	6.9%	8.6%	5.9%	6.9%	5.2%	5.2%	22.4%	17.2%	22.4%
	Post 60	1.7%	1.7%	0%	8.3%	10.0%	10.0%	8.3%	20.0%	40.0%
Sequence 3	Pre 54	14.8%	11.1%	5.6%	13.0%	3.7%	13.0%	8.5%	7.4%	13.0%
	Post 55	10.9%	5.5%	7.3%	5.5%	9.1%	7.3%	25.5%	18.2%	10.9%
Sequence 4	Pre 54	11.1%	9.3%	5.6%	9.3%	7.4%	7.4%	13.0%	13.0%	24.1%
	Post 52	9.6%	1.9%	3.8%	3.8%	7.7%	5.8%	11.5%	21.2%	34.6%
Sequence 5	Pre 39	10.3%	7.7%	7.7%	5.1%	7.7%	15.4%	15.4%	17.9%	12.8%
	Post 37	2.7%	5.4%	5.4%	5.4%	8.1%	8.1%	27.0%	8.1%	29.7%

APPENDIX E5

Table of Percentage Distribution
For
Wanted Control Pre and Post Scores

Population	Number	Range of Scores								
		1	2	3	4	5	6	7	8	9
Paraprofessionals	Pre 58	10.3%	8.6%	81.0%	22.4%	15.5%	6.9%	0%	3.4%	1.7%
	Post 37	24.3%	24.3%	16.2%	10.8%	13.5%	2.7%	5.4%	2.7%	0%
Teachers	Pre 302	4.0%	7.9%	22.5%	19.2%	20.2%	10.9%	6.0%	4.6%	4.6%
	Post 291	9.6%	13.7%	19.9%	16.8%	16.5%	8.9%	4.1%	4.1%	6.2%
Sequence 1 Paraprofessionals	Pre 32	9.4%	9.4%	28.1%	15.6%	25.0%	6.3%	0%	3.1%	3.1%
	Post 20	25.0%	30.0%	15.0%	.5%	15.0%	0%	.5%	.5%	0%
Sequence 2 Paraprofessionals	Pre 26	11.5%	7.7%	34.6%	30.8%	3.8%	7.7%	0%	3.8%	0%
	Post 17	23.5%	17.6%	17.6%	17.6%	11.8%	5.9%	5.9%	0%	0%
Sequence 1 Teachers	Pre 63	3.2%	12.7%	19.0%	19.0%	28.6%	6.3%	3.2%	3.2%	4.8%
	Post 65	21.4%	30.0%	31.0%	18.4%	22.9%	19.2%	16.7%	0%	11.1%
Sequence 2 Teachers	Pre 68	1.5%	2.9%	23.5%	17.6%	22.1%	10.3%	7.4%	8.8%	5.9%
	Post 67	7.1%	17.5%	34.5%	24.5%	18.8%	15.4%	33.3%	33.3%	27.8%
Sequence 3	Pre 60	6.7%	8.3%	21.7%	25.0%	20.0%	11.7%	5.0%	0%	1.7%
	Post 59	25.0%	20.0%	13.8%	14.3%	31.3%	30.8%	0%	16.7%	22.2%
Sequence 4	Pre 63	4.8%	4.8%	30.2%	20.6%	11.1%	15.9%	4.8%	4.8%	3.2%
	Post 59	25.0%	17.5%	10.3%	30.6%	20.8%	23.1%	25.0%	8.2%	22.2%
Sequence 5	Pre 48	4.2%	12.5%	16.7%	12.5%	18.8%	10.4%	10.4%	6.3%	8.3%
	Post 41	21.4%	15.0%	10.3%	12.2%	6.3%	11.5%	25.0%	41.7%	16.7%

APPENDIX E6

Table of Percentage Distribution
For
Wanted Affection Pre and Post Scores

Population	Number		Range of Scores								
			1	2	3	4	5	6	7	8	9
Paraprofession	Pre	60	3.3%	10.0%	10.0%	1.7%	26.7%	15.0%	11.7%	16.7%	5.0%
	Post	40	0%	0%	.5%	12.5%	32.5%	.5%	25.0%	12.5%	7.5%
Teachers	Pre	293	1.0%	3.4%	3.8%	7.8%	22.5%	16.4%	11.6%	16.0%	17.4%
	Post	293	2.4%	1.7%	2.7%	6.8%	16.7%	9.9%	11.6%	15.7%	32.4%
Sequence 1 Paraprofessionals	Pre	33	3.0%	12.1%	9.1%	3.0%	27.3%	12.1%	12.1%	15.2%	6.1%
	Post	22	0%	0%	4.5%	13.6%	27.3%	0%	31.8%	9.1%	13.6%
Sequence 2 Paraprofessionals	Pre	27	3.7%	7.4%	11.1%	0%	25.9%	18.5%	11.1%	18.5%	3.7%
	Post	18	0%	0%	5.6%	11.1%	38.9%	11.1%	16.7%	16.7%	0%
Sequence 1 Teachers	Pre	62	0%	4.8%	6.5%	3.2%	16.1%	22.6%	11.3%	24.2%	11.3%
	Post	65	1.5%	1.5%	6.2%	7.7%	15.4%	15.4%	9.2%	12.3%	30.8%
Sequence 2 Teachers	Pre	65	3.1%	3.1%	1.5%	9.2%	24.6%	3.1%	10.8%	21.5%	23.1%
	Post	68	1.5%	1.5%	0%	7.4%	13.2%	10.3%	11.8%	8.8%	45.6%
Sequence 3	Pre	60	0%	.5%	3.3%	13.3%	18.3%	16.7%	15.0%	10.0%	18.3%
	Post	59	1.7%	0%	5.1%	6.8%	25.4%	10.2%	5.1%	20.3%	25.4%
Sequence 4	Pre	60	0%	0%	.5%	8.3%	31.7%	15.0%	5.0%	11.7%	23.3%
	Post	59	28.6%	20.0%	0%	20.0%	26.5%	13.8%	26.5%	21.7%	16.8%
Sequence 5	Pre	46	2.2%	4.3%	2.2%	4.3%	21.7%	28.3%	17.4%	10.9%	8.7%
	Post	42	28.6%	4.0%	12.5%	10.0%	4.1%	6.9%	23.5%	21.7%	13.7%

APPENDIX B-2

Director's Report on Pre-Service Training

SCHOOL PERSONNEL UTILIZATION PROJECT DIRECTOR'S FIRST INTERIM REPORT
First Phases of Training 1970-71
Louisville Public Schools

I. Training Activities

An extensive training program for personnel at all levels was begun in February, 1970, and is continuing at the present time. From February, 1970, to May, 1970, 280 administrative personnel, including the Superintendent, 12 department chairmen and their staffs, supervisors, principals, counselors and LEA staff members, participated in a five-day communication lab (60+ hours) totalling 20,800 hours. The purpose of the communication lab was to facilitate a work atmosphere to encourage a high degree of participation in policy and program development by all persons within the school organization, to help integrate the needs of individuals and needs of the institution, to prepare individuals for a program of self-renewal and to improve communications between all departments and personnel at all levels throughout the System. A more detailed rationale may be found in the Organizational Development component described in the Abstract and in Appendix D in the project proposal. During the months of May, June and July, 1970, 196 of these same 280 personnel attended five-day workshops (c. 20 hrs.) in conflict management, black/white encounter groups, human potential seminars, interpersonal communication skills, self-enhancing education, organizational development workshops (Management by Objectives, group skills, team building) and didactic-experiential seminars. During this same period, special workshops in the area of human relations were conducted for the 14 principal learning facilitators and 28 coordinating teachers who are in key roles in the differentiated staffing pattern being implemented in project schools. The total number of hours devoted to training administrators was in excess of 24,720. Training sessions were conducted by qualified leaders in each of the workshop areas.

During the seven-week period from June 15, 1970, to July 31, 1970, a total of 531 personnel, including all five members of the Board of Education, 300 teachers, 115 paraprofessionals, 30 principals, 15 assistant principals and 66 supervisors/resource personnel, participated in the following training sessions: Interpersonal Communication Skills, Communication Lab, Human Potential, Self-Enhancing Education, Group Skills (differentiated staffing role development, organization development skills) and two weeks of curriculum building (22 subject area workshops). Each training lab was conducted for five days, five hours per day. The number of training hours during this period totaled 92,925.

During the two-week period from August 10 to August 21, 1970, a total of 699 personnel, including 342 teachers, 264 paraprofessionals, 50 Teacher Corps Interns and 43 counselors, participated in the following training sessions: Interpersonal Communication Skills (12 hours), Communication Lab (36 hours) and Differentiated Staffing Skills (40 hours). The total number of training hours was 61,512.

During the week of August 24 to 28, 1970, a total number of 30,920 man hours was spent by 773 project personnel (420 teachers, 242 paraprofessionals and 113 Teacher Corps Interns) in curriculum planning.

During the entire period from February, 1970, to September, 1970, a grand total of 1,510 personnel participated in 210,077 hours of training to implement differentiated staffing projects undertaken by the Louisville School System. The entire training program was designed and implemented by the Department of Organizational Development.

During this same period (and continuing throughout 1970), a task force of approximately 40 persons was trained to serve as in-system trainers in all training areas listed above. The Department of Organizational Development, with the assistance of these 40 in-system trainers, is providing continuous training and retraining sessions as problems resulting from differentiated staffing patterns arise. Four full-time persons, full qualified and trained in the behavioral sciences, are responsible for all training activities. Inservice training activities include communication labs for teams needing additional training to deal constructively with problems as they arise. Workshops in curriculum areas, confluent education, behavioral objectives, self-enhancing education, human potential, interpersonal communication skills and group skills are available to teams or school faculties upon request. It should be noted that such an extensive training program was possible because of close linkages among several programs.

II. Training Results

Analysis of evaluation data collected from 280 administrators during the period from February to May, 1970, shows significant positive gain on all variables measured by the Personality Orientation Inventory (POI) and the FIRO-B. A complete analysis of data gathered during the training sessions from June to September, 1970, is being conducted by the Northwest Regional Educational Laboratory, Portland, Oregon. The analysis has not been completed at this time. A complete report of instrumentation and experimental design is available on request. A tabulation of written participant evaluations indicates that 95% of participants found the training experiences to be personally rewarding and extremely helpful in their work. Written evaluations are available for observation. Subjective evaluations by outside consultants indicate that there is an observable change in personnel characterized by free, open staff communication and a positive, facilitating attitude toward students. A complete administrative reorganization was implemented as of July 1, 1970. The traditional line-staff pyramidal hierarchy was replaced with a horizontal, flattened hierarchy. Departmental chairmen have been given more autonomy and decision-making power. This reorganization was facilitated by the training sessions conducted by the Department of Organizational Development (Component Three). Outside organizational development consultants have reported that at the administrative level there is a positive environment characterized by free, open communication and cooperation. Data gathered from formal interviews with students and parents also evidence less hostile, more positive attitudes toward teachers and school. Data are presently being collected to measure school climate (Likert's Profile of a School), teacher and student morale, student achievement, vandalism costs, attendance, et ceters. A complete description of the evaluation program (instrumentation and design) is available on request. The total evaluation program is being conducted by the Department of Research and Evaluation (three full-time Ph. D.'s and staff) with collaboration and computer assistance from the University of Kentucky. Complete data on all aspects of the program will be available next summer.

III. Progress in Attaining Objectives

Objectives for Project Transition are stated on pages 26 through 31 in the proposal. These objectives were broken down into specific objectives for students, school personnel and the entire System. The objectives for students cannot be measured until the end of school. There are six specific objectives for school personnel. Objectives 1 and 6 have been met; objectives 2, 3, 4, and 5 are presently being analyzed. There are seven specific objectives for the System. Objectives 1, 2, 3, 4, 5, and 6 have been met.

Component Two of Project Transition is the local school model competition component. This component, designed to stimulate grass root involvement of personnel, created 42 submitted prospectuses. A special representative panel of judges selected 12 schools to receive small grants for planning and developing pilot project models. These schools will develop full proposals that would be eligibel for additional implementation funds in September, 1971. A description of these schools and of their projects is available upon request.

Problem areas: A major problem area is the difficulty faced by teachers in adapting to team-teaching situations. Another problem is that of the inadequacy of classroom space to accommodate the "family" teaching concept. The problem of developing a relevant curriculum to meet the needs of inner-city underachievers is demanding more planning time and resources than expected. Public relations with parents and community could be improved. The enormous scope of the project had made service to teams difficult.

Car M. Foster
Project Transition Director
Louisville Public Schools

October 30, 1970

LOUISVILLE PUBLIC SCHOOLS

1970 REPORT ON SUMMER TRAINING PROGRAM

DATE	TRAINEE DESCRIPTION	Inter-Personal Comm. Skills	Exper. Encounter Tapes	Comm. Lab	Human Potential	Self-Enhancing Educ.	Group Skills	Curriculum Workshop	Week's Total
May 24-30	Teachers (730)			24					24
June 8-12	Paraprofessionals (310)	40	36	36	60				172
June 15-19	College Paraprofessionals (60)	260			50	110			420
June 22-26	Principals (32)		123	105	100	125			453
June 29-July 3	Ass't. Principals (15)	120	52	75	132	65			444
July 6 - July 10	Counselors (43)		108	46	136	134	24		448
July 13-17	Teacher Corps Interns (50)						385		385
July 20-24	Administrators (Including Supervisors, Resourse Teachers) (6)		41					340	381
July 27-31	Community Action Personnel (5)		36					346	382
Aug. 10-14	Secretaries (7)	307	307		15				629
Aug. 17-21	Press (3)		140				328		468
Aug. 24-28	Ky. Child Welfare (2)		98	32	36		30		196
Aug. 31-Sept. 4	U. L. EPDA Program (7)		20	15					35
TOTALS	Trained 1,330	727	961	333	529	434	767	686	

APPENDIX B-3

Teaching Team Questionnaire Results

TEACHING TEAM QUESTIONNAIRE RESULTS

At least one teaching team in each of the Focus/Impact schools was surveyed in the following areas of team effectiveness:

supportive relationships in decision making
accountability
performance goals
team organization
instructional resources
teaching rewards

The primary purpose of the survey was to provide feedback to each team for its self-evaluation.

Team ratings on each of the six areas were assessed by a 40 item questionnaire, which was completed sometime during the last two weeks in November, 1970. Copies of the results of this questionnaire are attached. Each team member reacted to an item by one of the following responses:

Strongly Agree
Agree
Uncertain
Disagree
Strongly Disagree

Results were obtained from 14 elementary teams (N = 80) and five secondary teams (N = 24). Data for 12 elementary teams (N = 72) were summarized by the percentage of team members responding to each category.

In the elementary summary, items receiving the most positive responses were concerned with supportive relationships among team members, participation in decision making, understanding in implementing team roles and teachers' feelings about personal growth and results accomplished in the classroom. At least 40% of the team members held negative views about the following items:

1. Other teams in the building are eager to give my team information necessary for my team to do a good job.

2. There is a leader of this team which aids the team in such a manner that the team has the necessary physical facilities to do a good job.
3. There is a leader of this team which aids the team in such a manner that the team has the necessary instructional materials and resources to do a good job.
4. There is a leader of this team which aids the team in such a manner that the team members receive training which is necessary for them to do a good job.
5. My teaching team has developed consensus decisions about behavioral objectives for students.
6. My teaching team has developed consensus decisions about instructional methods for achieving behavioral objectives.
7. My teaching team has developed consensus decisions about ways to determine if these objectives are met.
8. My teaching team has developed consensus decisions about ways to evaluate its effectiveness as a team.
9. Each team member feels a responsibility for seeking information about the team's effectiveness and uses this information in a constructive manner.
10. Students have been informed about the expectations which the team holds for them.
11. The team uses student evaluations to make decisions about individual student programs.
12. The teaching team has the instructional materials which it needs to do a good job.
13. Physical facilities are appropriate for implementing the instructional activities planned by the team.
14. My teaching team has a well organized plan for achieving its goals.
15. I feel that I am appropriately rewarded for working toward the objectives of the Focus or Impact project in the following manner: economically.
16. I feel that I am appropriately rewarded for working toward the objectives of the Focus or Impact project in the following manner: by personal recognition.

With the exception of four items, there was a greater percentage of negative responses among secondary teachers than among elementary team members. With the exception of Item #10 (listed above), 40% or more of the secondary team members had negative responses to the above list of items. In addition to those items, 40% or more of the secondary teachers felt uncertain or disagreed with the following statements:

1. There is a leader of this team which aids the team in such a manner that the team can develop plans by consensus.
2. There is a leader of this team which aids the team in such a manner that the team adopts a high standard of teaching.
3. Each team member feels a personal responsibility for seeing that the team functions in an effective manner.
4. Each team member feels a personal responsibility for seeking information about students' instructional progress and uses this information in a constructive manner.
5. My role in the teaching team is appropriate and workable.
6. I clearly understand the roles of other members of the teaching team.
7. I feel that I am appropriately rewarded for working toward the objectives of the Focus or Impact project in the following manner: by the results which I can accomplish in the classroom.

The two attachments show percentages of elementary and secondary teachers responding in each category across all items. Each participating team has received this summary, along with the team's most frequent response and the number of categories checked on each item.

RESULTS OF TEACHING TEAM QUESTIONNAIRE

ELEMENTARY SCHOOL LEVEL

	PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
Questions	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
PART I -- Supportive Relationships in Decision Making					
1. In most planning sessions, team members are eager to explore better ways of doing their jobs.	38.8	48.6	5.6	6.9	---
2. Planning sessions are conducted in such a manner that no team member feels punished or personally threatened by the process .	36.1	36.1	15.3	11.1	1.3
3. I usually feel that it is possible to accomplish my work task.	26.4	44.4	9.7	13.9	5.6
4. I feel comfortable about approaching the team with my work problems.	41.4	38.6	10.0	7.1	2.8
5. I feel that I can influence the decisions which are reached by the teaching team.	29.0	43.5	20.3	7.2	0.0
6. I feel that other members of the teaching team are interested in my problems.	29.8	49.3	14.9	4.5	1.5
7. Other members of the team ask my opinion about the problems that affect my work.	15.9	63.8	8.7	11.6	---
8. Other members of the team are eager to give me information which I need to do a good job.	31.9	47.2	12.5	6.9	1.4
9. Other teams in the building are eager to give my team information necessary for my team to do a good job.	4.2	16.7	45.8	26.4	6.9

Questions		Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
		PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
10.	There is a leader of this team which aids the team in such a manner that:					
	a. The team can develop plans by consensus.	23.6	58.3	8.3	6.9	2.8
	b. The team has the necessary physical facility to do a good job.	13.9	37.5	8.3	26.4	13.9
	c. The team has the necessary instructional resources and materials to do a good job.	13.7	24.6	9.6	35.6	16.4
	d. Each team member feels that he can make a contribution to the instructional process.	31.3	50.7	13.4	4.5	---
	e. Team members receive training which is necessary for them to do a good job.	5.6	37.5	18.0	26.4	12.5
	f. The team faces its problems and deals with them in a constructive manner.	21.9	58.9	6.8	9.6	2.7
	g. Each team member has a chance to express his ideas and problems.	49.3	40.8	4.2	5.6	---
	h. The team functions as an effective group, rather than hostile sub-factions.	36.1	34.7	16.7	11.1	1.4
	i. The team adopts high standards of teaching.	23.5	50.0	17.6	8.8	---
11.	When I make a mistake at work, I feel like it is a good opportunity for me to learn.	51.4	43.0	4.2	1.4	---
12.	On the whole, I feel that my team has confidence in my ability to do a good job.	29.0	59.4	10.1	1.4	---

Questions		PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
		Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
10.	There is a leader of this team which aids the team in such a manner that:					
	a. The team can develop plans by consensus.	23.6	58.3	8.3	6.9	2.8
	b. The team has the necessary physical facility to do a good job.	13.9	37.5	8.3	26.4	13.9
	c. The team has the necessary instructional resources and materials to do a good job.	13.7	24.6	9.6	35.6	16.4
	d. Each team member feels that he can make a contribution to the instructional process.	31.3	50.7	13.4	4.5	---
	e. Team members receive training which is necessary for them to do a good job.	5.6	37.5	18.0	26.4	12.5
	f. The team faces its problems and deals with them in a constructive manner.	21.9	58.9	6.8	9.6	2.7
	g. Each team member has a chance to express his ideas and problems.	49.3	40.8	4.2	5.6	---
	h. The team functions as an effective group, rather than hostile sub-factions.	36.1	34.7	16.7	11.1	1.4
	i. The team adopts high standards of teaching.	23.5	50.0	17.6	8.8	---
11.	When I make a mistake at work, I feel like it is a good opportunity for me to learn.	51.4	43.0	4.2	1.4	---
12.	On the whole, I feel that my team has confidence in my ability to do a good job.	29.0	59.4	10.1	1.4	---

Questions			PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
			Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
13.	My teaching team has developed consensus decisions about:						
	a.	Behavioral objectives for students.	12.3	41.1	21.9	19.2	5.5
	b.	Instructional methods for achieving behavioral objectives	5.6	44.4	27.8	16.7	5.6
	c.	Ways to determine if these objectives are met.	2.8	31.9	38.9	23.6	2.8
	d.	Ways to evaluate its effectiveness as a team.	8.3	30.6	34.7	23.6	2.8
PART II -- Accountability							
1.	Each team member feels a personal responsibility for seeing that the team functions in an effective manner.		25.0	48.6	13.9	12.5	---
2.	Each team member feels a responsibility for seeking information about the team's effectiveness and uses this information in a constructive manner.		12.7	45.1	29.6	11.3	1.4
3.	Each team member feels a personal responsibility for seeking information about students' instructional progress and uses this information in a constructive manner.		25.4	54.9	14.1	5.6	---
4.	Students have been informed of the expectations which the team holds for them.		9.6	43.8	26.0	19.2	1.4
5.	Students regularly receive feedback based upon their learning progress.		23.6	59.7	11.1	4.2	1.3
6.	The team uses student evaluations to make decisions about individual student's programs.		11.0	34.2	30.1	20.5	4.1

		PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
Questions		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
PART III --	Performance Goals, Organization and Resources					
1.	The teaching team has the instructional materials which it needs to do a good job.	11.0	28.8	8.2	37.0	15.1
2.	Physical facilities are appropriate for implementing the instructional activities planned by the team.	11.4	28.6	8.6	40.0	11.4
3.	My teaching team has a well organized plan for achieving its goals.	11.1	38.9	26.4	19.4	4.2
4.	My role in the teaching team is clear to me.	25.0	56.9	13.9	2.8	1.3
5.	My role in the teaching team is appropriate and workable.	20.8	55.6	18.1	5.6	---
6.	I clearly understand the roles of other members of the teaching team.	16.7	45.8	27.8	8.3	1.3
7. F	I feel that I am appropriately rewarded for working toward the objectives of the Focus or Impact project in the following manners:					
	a. Economically.	7.1	22.8	14.3	25.7	30.0
	b. By personal recognition.	15.2	37.9	24.2	19.7	3.0
	c. By the results which I can accomplish in the classroom.	24.3	48.6	17.1	7.1	2.8
	d. By the personal growth or learning which I have acquired.	41.4	44.3	10.0	4.3	---

RESULTS OF TEACHING TEAM QUESTIONNAIRE

SECONDARY SCHOOL LEVEL

Questions	PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
	Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
PART I -- Supportive Relationships in Decision Making					
1. In most planning sessions, team members are eager to explore better ways of doing their jobs.	21.8	39.2	13.0	13.0	13.0
2. Planning sessions are conducted in such a manner that no team member feels punished or personally threatened by the process.	20.8	45.9	16.7	8.3	8.3
3. I usually feel that it is possible to accomplish my work task.	8.7	43.5	13.0	17.4	17.4
4. I feel comfortable about approaching the team with my work problems.	20.8	50.0	8.3	4.2	16.7
5. I feel that I can influence the decisions which are reached by the teaching team.	8.7	56.6	17.4	13.0	4.4
6. I feel that other members of the teaching team are interested in my problems	20.8	41.7	16.7	16.7	4.2
7. Other members of the team ask my opinion about the problems that affect my work.	12.5	54.2	16.7	8.3	8.3
8. Other members of the team are eager to give me information which I need to do a good job.	25.0	37.5	25.0	4.2	8.3

Questions			PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
			Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
9.	Other teams in the building are eager to give my team information necessary for my team to do a good job.		8.3	37.5	41.7	4.2	8.3
10.	There is a leader of this team which aids the team in such a manner that						
	a.	The team can develop plans by consensus.	---	47.8	30.4	17.4	4.4
	b.	The team has the necessary physical facility to do a good job.	---	13.6	13.6	41.0	31.8
	c.	The team has the necessary instructional resources and materials to do a good job.	---	4.4	13.0	47.8	34.8
	d.	Each team member feels that he can make a contribution to the instructional process.	4.2	58.3	25.0	8.3	4.2
	e.	Team members receive training which is necessary for them to do a good job.	---	17.4	21.8	43.5	17.4
	f.	The team faces its problems and deals with them in a constructive manner.	---	60.9	17.4	17.4	4.4
	g.	Each team member has a chance to express his ideas and problems.	30.4	56.5	4.4	8.7	---
	h.	The team functions as an effective group, rather than hostile sub-factions.	13.0	47.8	17.4	13.0	8.7
	i.	The team adopts high standards of teaching.	4.6	45.5	36.4	---	13.6
11.	When I make a mistake at work, I feel like it is a good opportunity for me to learn.		30.4	60.9	---	8.7	---

			PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
Questions			Strongly Agree	Agree	Uncer-tain	Dis-agree	Strongly Disagree
12.	On the whole, I feel that my team has confidence in my ability to do a good job.		17.4	60.9	21.8	---	---
13.	My teaching team has developed consensus decisions about:						
	a.	Behavioral objectives for students.	8.3	41.7	37.5	4.2	8.3
	b.	Instructional methods for achieving behavioral objectives.	---	47.8	17.4	21.8	13.0
	c.	Ways to determine if these objectives are met.	---	34.8	30.4	17.4	17.4
	d.	Ways to evaluate its effectiveness as a team.	---	30.4	26.1	30.4	13.0
PART II -- Accountability							
1.	Each team member feels a personal responsibility for seeing that the team functions in an effective manner.		4.2	50.0	25.0	8.3	12.5
2.	Each team member feels a responsibility for seeking information about the team's effectiveness and uses this information in a constructive manner.		4.4	34.8	34.8	8.7	17.4
3.	Each team member feels a personal responsibility for seeking information about students' instructional progress and uses this information in a constructive manner.		---	50.0	33.4	---	16.7
4.	Students have been informed of the expectations which the team holds for them.		8.7	56.6	17.4	13.0	4.4

		PERCENT OF RESPONSES IN EACH CATEGORY FOR ALL TEAMS				
Questions		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5.	Students regularly receive feedback based upon their learning progress.	---	66.7	8.3	16.7	8.3
6.	The team uses student evaluations to make decisions about individual student's programs.	8.3	41.7	20.8	20.8	8.3
PART III	-- Performance Goals, Organization and Resources					
1.	The teaching team has the instructional materials which it needs to do a good job.	---	8.3	12.5	54.2	25.0
2.	Physical facilities are appropriate for implementing the instructional activities planned by the team.	---	30.4	8.7	30.4	30.4
3.	My teaching team has a well organized plan for achieving its goals.	---	29.2	29.2	25.0	16.7
4.	My role in the teaching team is clear to me.	17.4	47.8	13.0	8.7	13.0
5.	My role in the teaching team is appropriate and workable.	8.7	47.8	30.4	8.7	4.4
6.	I clearly understand the roles of other members of the teaching team.	4.2	45.9	29.2	8.3	12.5
7.	I feel that I am appropriately rewarded for working toward the objectives of the Focus or Impact project in the following manners:					
	a. Economically	8.3	8.3	20.8	20.8	41.7
	b. By personal recognition.	12.5	37.5	25.0	12.5	12.5
	c. By the results which I can accomplish in the classroom.	12.5	41.7	16.7	16.7	12.5
	d. By the personal growth or learning which I have acquired.	29.2	41.7	20.8	8.3	---

APPENDIX B-4

Profile of a School Results
(Teacher's Level)

ATTITUDE DIFFERENCES ACROSS GROUPS OF INSTRUCTIONAL PERSONNEL

Teachers, Paraprofessionals and Interns

"Profile of a School" was administered to 195 project teachers in the six Focus schools, Shawnee Junior High and Shawnee Senior High; to 106 non-project teachers in Byck and Strother Elementary Schools, Meyzeek Junior High and Male High School; to 66 teacher corps interns and to 107 paraprofessionals in these same project schools. The test was completed at the end of November, 1970, and assessed the attitudes of these groups along three major dimensions:

1. the extent to which they participate in decision making and, in turn, involve their students in the process;
2. the extent to which they receive support from the school principal and, in turn, give support to their students;
3. the extent to which the school work group holds high performance goals.

Each of the participating schools received feedback about its own responses (teachers and principals) and in the case of the two senior high schools, the teacher groups were informed of the opinions of students. The purpose of this report is not to deal with individual school profiles, but to compare teacher, paraprofessional and intern responses across all schools. [Differences reported are based on t-tests between mean item responses using the .05 level for significance.]

Teacher Corps Interns and Project Teachers --

On all of the test items concerned with the relationship with the school principal, project teachers were more optimistic than the interns; that is, they displayed more trust in the leader, felt that he needed their ideas more, and that he was more interested in their success. Project teachers were also more optimistic in their answers to the following questions:

1. How often is your behavior seen by your students as friendly and supportive?
2. How well do you know the problems faced by your students in their school work?

3. How much influence do students have in decisions concerning the subjects they study?
4. How accurate is upward communication?

On the other hand, interns were more optimistic about

1. the amount of say they think students should have about non-academic school matters;
2. the general attitude of students toward school; and
3. the extent to which having influence on decisions concerning the subjects to be studied makes students want to work harder.

Teacher Corps Interns and Paraprofessionals --

In comparing project interns and paraprofessionals, the interns were again more pessimistic about their relationship with school principals (on 12 of 13 items concerned with the principalship). They were also more pessimistic than paraprofessionals about

1. the extent to which students felt they could count on them to help with student problems,
2. the degree to which upward communication is accurate.

Interns were more optimistic than paraprofessionals about the frequency with which they seek and use students' ideas, the amount of say which students should have about academic and non-academic school matters, the general attitude of students toward the school, the extent to which having influence on decisions concerning the subjects to be studied makes students want to work harder and the amount of say which teachers should have about non-academic school matters.

Paraprofessionals and Project Teachers --

On three of the 13 items concerned with the school principalship, paraprofessionals felt their relationship with the leader was poorer than did the project teachers. Paraprofessionals were also more pessimistic than teachers about

1. the extent to which they seek and use students' ideas about academic and non-academic matters,

2. the degree to which students accept communication from them, and
3. the amount of say which they feel teachers should have about school problems.

Overall, the paraprofessionals were more optimistic about teachers' attitudes toward the school as a place to work.

Project Teachers and Non-Project Teachers --

Significant differences were found between project and non-project teachers' responses on nine of the test's 59 items. Project teachers were more optimistic than non-project teachers about

1. the extent to which students feel that they are trying to help with the students' problems,
2. the amount of say students should have about academic matters,
3. the degree of influence students have in decisions concerning the subjects they study,
4. the amount of influence they think students should have in decisions concerning the subjects they study,
5. the administrative levels at which decisions are made about school matters,
6. the extent to which they are involved in major decisions related to their work,
7. the extent to which the decision making process contributes to the teachers' desire to do a good job, and
8. the extent to which the decision making process contributes to the desire of students to do a good job.

The only item rated higher by non-project teachers was the extent to which they know the problems faced by the students in their school work.

Teacher Corps Interns and Non-project Teachers --

More differences were found between project interns and non-project teachers than any other pair of the comparison groups. Non-project teachers were more optimistic about their relationship with the school principal on all but two of the items concerned with the principalship. Non-project teachers were also more optimistic about

1. the extent to which students feel teachers are really trying to help with the students' problems,
2. the degree to which they know the problems faced by students in their school work, and
3. the numbers of times students' ideas are sought and used by the principal about non-academic school matters.

In comparison, the interns were more optimistic about

1. the amount of say students should have about academic and non-academic school matters,
2. the amount of influence students should have in decisions concerning the subjects they study,
3. the extent to which having influence on decisions concerning the subjects to be studied makes students want to work harder,
4. the extent to which the decision making process contributes to the desire of students to do a good job, and
5. the levels at which decisions are made in the school system.

Paraprofessionals and Non-project Teachers --

Paraprofessionals were more optimistic than non-project teachers on only two of the test items:

1. the amount of say students should have about academic matters
2. the extent to which students should decide which subjects they will study.

Paraprofessionals rated their school situation lower than non-project teachers with respect to:

1. the general attitude of students toward the school,
2. the extent to which students trust communication from them,
3. how well they know the problems faced by students in their school work,
4. the amount of confidence which the principal has in them,
5. how free they feel to talk to the principal about school matters,
6. the frequency with which the principal sought and used their ideas, and
7. the amount of say which they think teachers should have about school matters.

Summary --

1. Project interns and paraprofessionals felt less comfortable about their relationship with the school principal than either the project teachers or the non-project teachers. Interns were more pessimistic about this relationship than paraprofessionals were.

2. Paraprofessionals felt more inadequate than project teachers and interns with respect to seeking and using student ideas.

3. To a greater extent than all other groups, teacher corps interns felt that students should be involved in decisions about school matters.

4. All three groups of project personnel felt that involving students in the decision making process was more important than the non-project teachers. Project teachers and interns felt that school decision making was more democratic than the non-project teachers. This difference did not exist between paraprofessionals and non-project teachers.

5. There were no differences across any groups with respect to holding high performance goals for the schools. On the average, all personnel felt that

    a. the principal, most teachers and some students accept responsibility for achieving high performance goals for the school, and

    b. that there is some resistance and some cooperation in meeting those goals.

    On the average, the groups did not believe that parents hold these goals.

6. On four of the survey items, project teachers were in closer agreement with their principals' opinions than non-project teachers and their principals were. These items were:

    a. the amount of say teachers should have about academic matters,

    b. the amount of confidence and trust which the teacher has in the principal,

    c. the extent to which the teacher feels free to talk to the principal about non-academic matters, and

    d. the extent to which all concerned parties accept responsibility for achieving high performance goals in the school.

7. For all groups of school personnel, the lowest ranked item was the extent to which the principal seeks and uses staff ideas on academic and non-academic matters. This dimension of principal behavior was consistently rated lower than

    a. staff involvement in decision making,

    b. trust of staff by principal, and

    c. acceptance of high goals for the school.

APPENDIX B-5

Profile of a School Results

(Administrator's Level)

SR

ITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN / ANN ARBOR, MICHIGAN 48106

PROFILE OF A SCHOOL
FORM 6
(ADMINISTRATIVE STAFF)

This questionnaire is part of a study designed in cooperation with your school to learn more about how students, teachers, school principals, and others can best work together. The aim is to use the information to make your own work, as well as that of your associates and the students themselves, more satisfying and productive.

If this study is to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test and there are no right or wrong answers.

The answers on the questionnaires are processed by computers which summarize the responses in statistical form so that individuals cannot be identified. To ensure COMPLETE CONFIDENTIALITY please do not write your name anywhere on the questionnaire.

INSTRUCTIONS:

On the lines below each item, please place an N at the point which, in your experience, describes the present situation under which your school system operates. Consider each horizontal line as a continuum from the extreme at one end to the extreme at the other, i.e., do not think of the vertical lines as barriers.

Since each principal, teacher, and student differs one from the other, answer the questions as describing the average situation or reaction.

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tem
o.

How often is your behavior seen as friendly and supportive by:

0 a. your superintendent?

1 b. principals?

How often do you try to be friendly and supportive to:

a. your superintendent?

b. principals?

c. other staff members?

How much confidence and trust do you have in principals?
6

How much confidence and trust do principals have in you?
7

How free do principals feel to talk to you [illegible]
.8

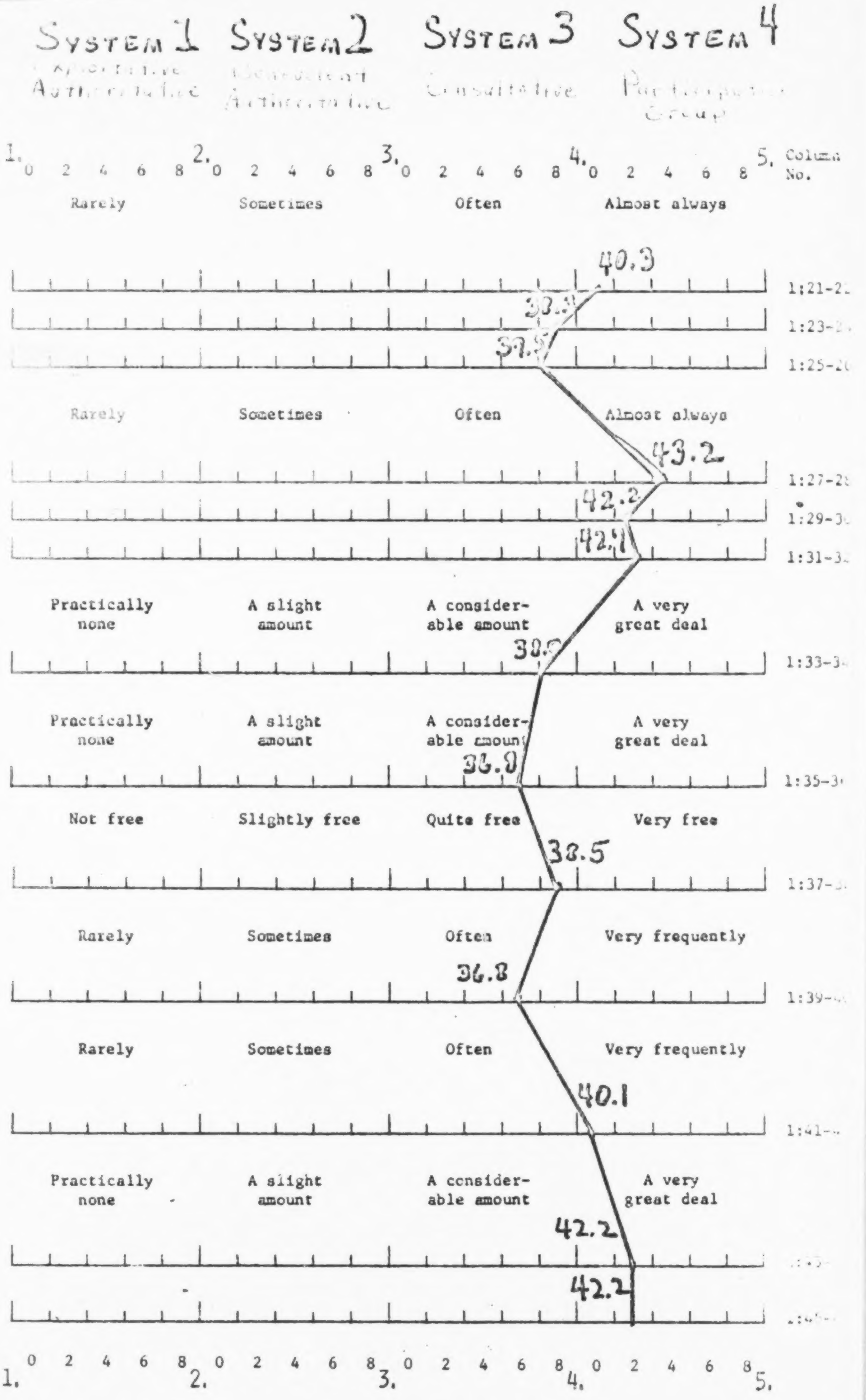
How often do you seek and use principals' ideas about your area
9 of specialization?

How often do you seek and use other staff members' ideas about your area of speciali-
:0 zation?

How much say do you think principals should have about:

21 a. academic matters?

b. non-academic school
22 matters?



K Form 6
inistrative Staff

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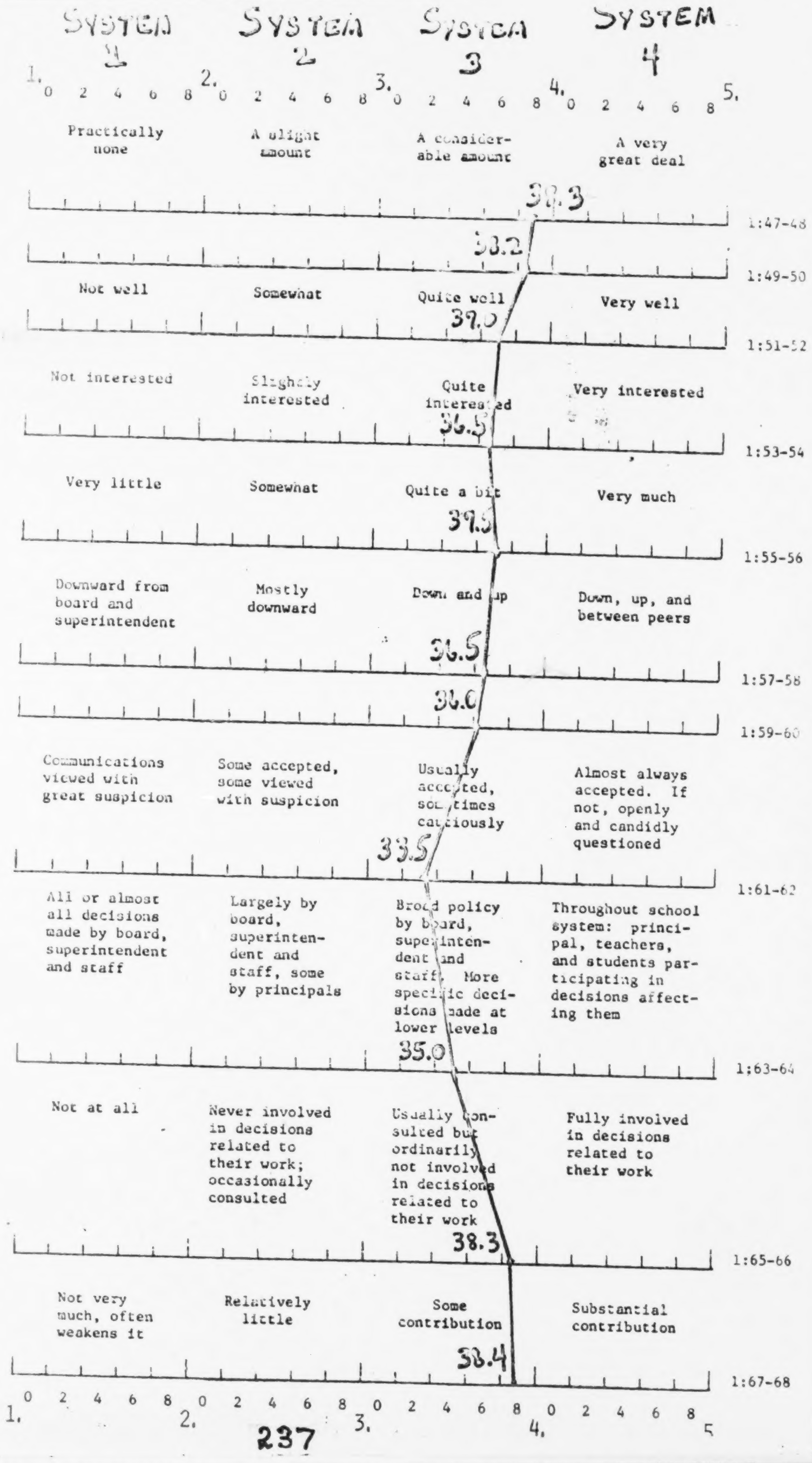

	System 1	System 2	System 3	System 4		
How much say do you think the administrative staff should have about:	Practically none	A slight amount	A consider-able amount	A very great deal		
a. academic matters?					38.3	1:47-48
b. non-academic school matters?					38.2	1:49-50
ow well do you know the problems faced by principals?	Not well	Somewhat	Quite well	Very well	39.0	1:51-52
ow much do principals feel that you are interested in their success?	Not interested	Slightly interested	Quite interested	Very interested	36.5	1:53-54
ow much do principals feel that you are really trying to help them with their problems?	Very little	Somewhat	Quite a bit	Very much	39.5	1:55-56
hat is the direction of he flow of information bout:	Downward from board and superintendent	Mostly downward	Down and up	Down, up, and between peers		
a. academic matters?					36.5	1:57-58
b. non-academic school matters?					36.0	1:59-60
do principals view mmunications from e administrative taff?	Communications viewed with great suspicion	Some accepted, some viewed with suspicion	Usually accepted, sometimes cautiously	Almost always accepted. If not, openly and candidly questioned	33.5	1:61-62
t what level are decisions ade about school matters, uch as course content, nstructional plans, teaching methods, student ctivities, etc.?	All or almost all decisions made by board, superintendent and staff	Largely by board, superintendent and staff, some by principals	Broad policy by board, superintendent and staff. More specific decisions made at lower levels	Throughout school system: principal, teachers, and students participating in decisions affecting them	35.0	1:63-64
o what extent are principals nvolved in major decisions elated to their work?	Not at all	Never involved in decisions related to their work; occasionally consulted	Usually consulted but ordinarily not involved in decisions related to their work	Fully involved in decisions related to their work	38.3	1:65-66
n general, how much does e decision-making process ntribute to the desire of incipals to do a good job?	Not very much, often weakens it	Relatively little	Some contribution	Substantial contribution	38.4	1:67-68

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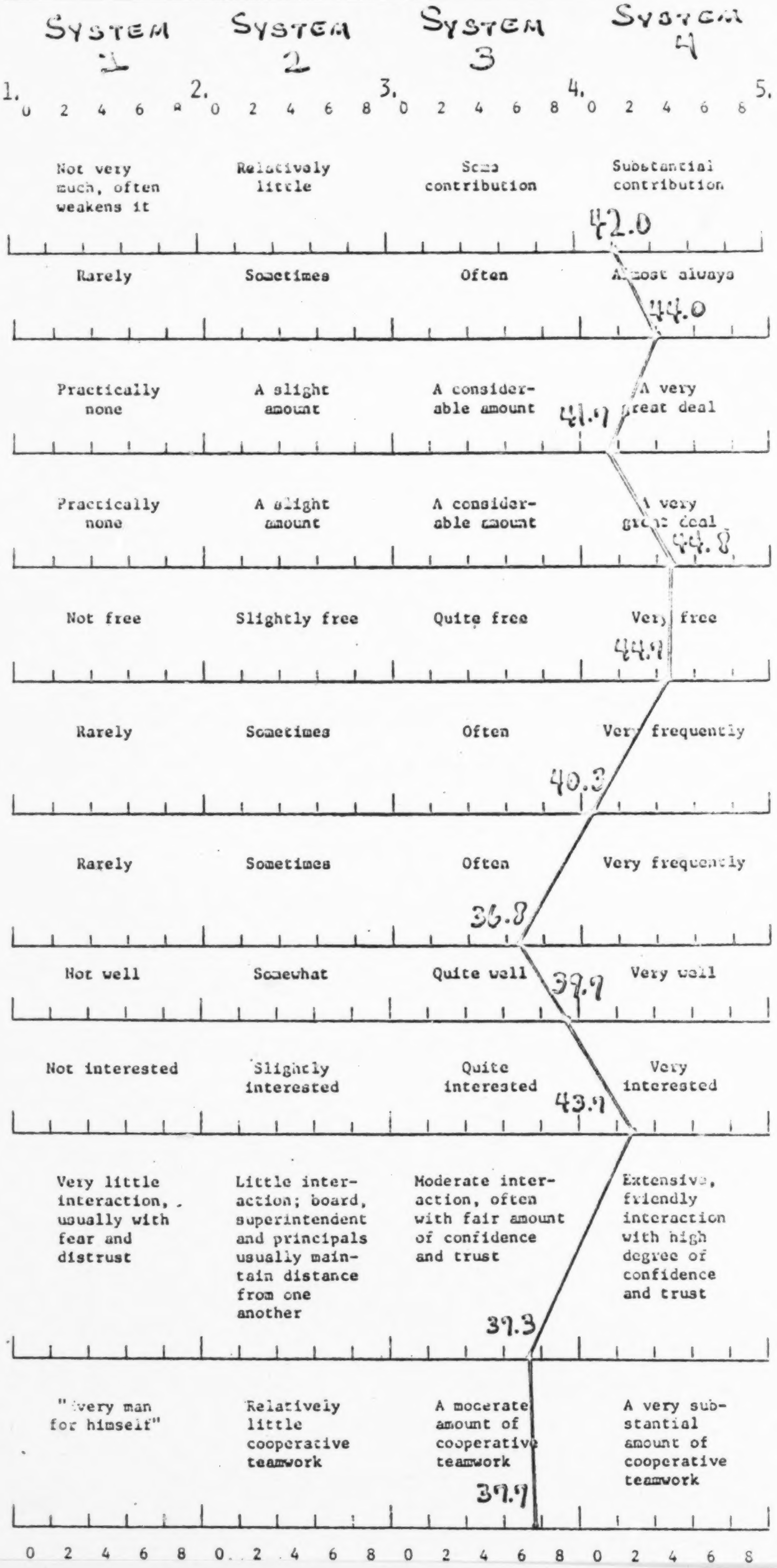

		System 1	System 2	System 3	System 4	
4	In general, how much does the decision-making process contribute to your desire to do a good job?	Not very much, often weakens it	Relatively little	Some contribution	Substantial contribution	42.0
5	How often do you see the behavior of your superintendent of schools as friendly and supportive?	Rarely	Sometimes	Often	Almost always	44.0
36	How much confidence and trust does your superintendent have in you?	Practically none	A slight amount	A considerable amount	A very great deal	41.9
38	How much confidence and trust do you have in your superintendent?	Practically none	A slight amount	A considerable amount	A very great deal	44.8
39	How free do you feel to talk to your superintendent about matters related to your work?	Not free	Slightly free	Quite free	Very free	44.9
40	How often are your ideas sought and used by your superintendent about problems in the area of your specialization?	Rarely	Sometimes	Often	Very frequently	40.3
41	How often are your ideas sought and used by your principals about problems in the area of your specialization?	Rarely	Sometimes	Often	Very frequently	36.8
42	How well does your superintendent know the problems you face?	Not well	Somewhat	Quite well	Very well	39.9
43	How much do you feel that your superintendent is interested in your success?	Not interested	Slightly interested	Quite interested	Very interested	43.9
44	What is the character and amount of interaction in your school system?	Very little interaction, usually with fear and distrust	Little interaction; board, superintendent and principals usually maintain distance from one another	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust	39.3
45	In your school system is it "every man for himself" or do the superintendent, staff, principals and teachers work as a team?	"Every man for himself"	Relatively little cooperative teamwork	A moderate amount of cooperative teamwork	A very substantial amount of cooperative teamwork	39.9

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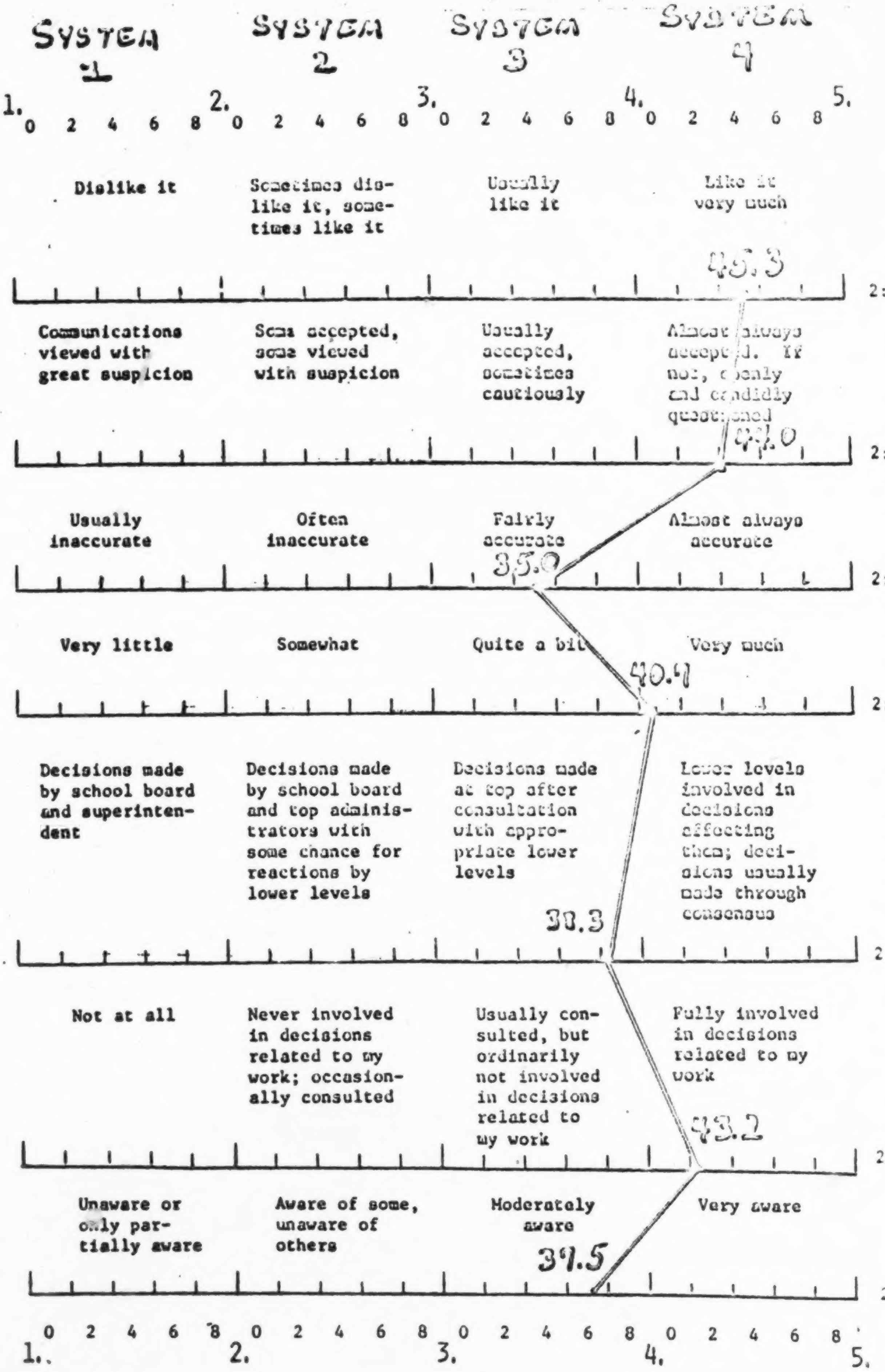

		SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4	
46	What is your general attitude toward your school system as a place to work?	Dislike it	Sometimes dislike it, sometimes like it	Usually like it	Like it very much	45.3
47	How do you view communications from the superintendent?	Communications viewed with great suspicion	Some accepted, some viewed with suspicion	Usually accepted, sometimes cautiously	Almost always accepted. If not, openly and candidly questioned	44.0
48	How accurate is upward communication in your school system?	Usually inaccurate	Often inaccurate	Fairly accurate	Almost always accurate	35.0
49	How much does your superintendent really try to help you with your problems?	Very little	Somewhat	Quite a bit	Very much	40.4
50	How are decisions made in your school system?	Decisions made by school board and superintendent	Decisions made by school board and top administrators with some chance for reactions by lower levels	Decisions made at top after consultation with appropriate lower levels	Lower levels involved in decisions affecting them; decisions usually made through consensus	38.3
51	To what extent are you involved in major decisions related to your work?	Not at all	Never involved in decisions related to my work; occasionally consulted	Usually consulted, but ordinarily not involved in decisions related to my work	Fully involved in decisions related to my work	43.2
52	To what extent are decision-makers aware of problems, particularly at lower levels in the organization?	Unaware or only partially aware	Aware of some, unaware of others	Moderately aware	Very aware	37.5

IMPRESSIONS OF THE LOUISVILLE SCHOOL SYSTEM
DR. JOHN PICTON, ED. CONSULTANT
NORTHWEST REGIONAL LABORATORY

DECEMBER, 1970

My first visit to Louisville, Kentucky schools occured on April 29, 1970. The purpose of my visit was to explore the possibility of some contractual arrangements which would involve some of the products and services of the Northwest Regional Educational Laboratory being utilized in the anticipated projects of the Louisville schools. At that time I met primarily with Dr. Car Foster and Dr. Newman Walker. I did have contact with a variety of other persons. The impressions that I have on December 16, 1970 are based strictly on what I remember of the situation at that time. It may or may not be truly valid as of April, 1970.

In order to aid in putting the reactions in proper perspective, first a word of my background. My experience includes that of high school principal, school superintendent, college and university professor both in the fields of the physical sciences, mathematics and education at institutions in the Northwest. For the past 4½ years I have been working with the Northwest Regional Educational Laboratory in a particular job assignment that takes me in to school systems both public and private, colleges and universities, state departments primarily in the Northwest but also scattered throughout the nation. I work as a change agent in Organizational Development, as a trainer, in the area of research and evaluation particularly as it relates to field test sites, as a troubleshooter for our laboratory and a variety of other miscellaneous tasks as needed. For the past 4½ years I have been averaging approximately 10,000 miles in jets a month which perhaps gives some perspective of the amount of travel and the range of visitation that I do. Now to the impressions of the Louisville School system.

When I arrived in Louisville I perceived a school system that had been operated in a very conventional and apparently conservative manner for a metropolitan school system with a large number of people who were entrenched in their positions

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over a period of years and as a result of the entrenchment were concerned about maintaining their present status and/or attempting to improve their personal lots by doing what was necessary to gain points that would lead hopefully to promotion.

The people at the Board, the Administration Building, as I recall were very polite to me, a visitor, but it was a formal politeness relatively devoid of any real personal feelings, almost as though I were just another non-person. I do not say these things critically but in merely attempting to describe my personal impressions. The things that I describe here, I think, are very typical of most such institutions throughout the nation. As I walked up and down the halls at the Board building and climbed the stairs I had the feeling that the structure that housed the administration probably fit with what was actually transpiring. If you examine the building you see an old building that has been used for many, many years. A building which when in its prime was probably quite an elegant building with the fancy woodwork and the ornate designs of the period when it was constructed. I had the impression as I walked down the halls that the various rooms housed people who were busy at tasks that were relatively isolated somehow from the mainstream and may or may not fit with an overall purpose. I observed people at work in the rooms and I also observed some people moving from one room to another. When they did so it seemed to me that they took care of their business in a rather impersonal, perfunctory manner, by and large. On the second floor I saw a display of books laid out on long tables and somehow got the feeling that these were supposedly connected somehow in some unknown way to what was going on in the school system. I also had the feeling that it might be alright to look at the books as long as you did not disturb them and that somehow this would perform some needed function.

I was privileged to have lunch in the cafeteria during my visit and when in the cafeteria I noticed that some of the people were behaving somewhat differently than what I had previously perceived. When they reached the cafeteria they seemed to be somewhat more outgoing, a little more human, more responsive to each other as persons rather than the non-persons who work in little rooms and occasionally moved from one room to another. In spite of this loosening, however, they still appeared to be quite tied to protocol and not really too effective in true communication.

I also had occasion to talk to some people, as indicated, other than Dr.'s Walker and Foster, and it was here that I noticed particularly another ingredient that was significant. This ingredient appeared to me to be a hope coupled with a measure of almost disbelief that something really was going to happen in the Louisville schools which would be significant for the children in the classrooms and in the schools, something that would really possibly transform not only the organization but the people in it, both the professional staff and the students. There was an air of cautious excitement and yet a very guarded feeling that it might be just another possible dream and therefore it really wasn't quite safe at this point and time to hope too much. The same people who shared some of these things with me reflected that they, too, were caught in the organizational structure, that a great deal of energy was being spent on the visible things of an organization such as organizational charts, policies, goals and objective statements, and the multiplicity of things that can be seen. The people seemed to hope that what they were doing really mattered, but they weren't sure that it counted for anything in the long run. They exhibited somewhat of the conventional syndrome of the people in large organizations relative to work and time. They were expected to put in a certain number of hours on the job and when they had donated their time they had fulfilled their contract and nothing more was required of them until the next day when they again put in that day's allotment of time at tasks that hopefully mattered but maybe didn't.

My perceptions as a visitor of the Louisville Public Schools in April, 1970 was that of an organization that had a wide creditability gap between what they thought they should be about and what they were actually doing for students in the classroom. These impressions were based solely from a brief visit at the Board of Administration building and did not include any visits to the schools of the city and therefore is a very biased view.

On June 7, 1970 I returned to Louisville to work until Tuesday, June 23, 1970. Dr. Evelyn Mason of Western Washington State College accompanied me as a co-trainer in Interpersonal Communications. Our task during the first week was to train an initial cadre of 42 persons in the Northwest Regional Educational Laboratories Interpersonal Communications package. The second week Dr. Mason and I stayed on to assist 32 of the 42 persons who then proceeded to train approximately 270 persons from the Louisville Schools in the Interpersonal Communications.

When I returned to Louisville in June and contacted some of the very same people I had seen just a few weeks before, I perceived a change in their behavior. There was an air of excitement about them where before there had been a feeling that they were not sure they dared hope that something could change. They now seemed to feel that not only could it change but it probably would change if they simply worked together at it. These were some of the people who had previously been working in the little rooms off the halls scattered throughout the building. As they got together at lunch, as they worked together, there was an air of excitement. They were relating to each other much more as people rather than as non-personal objects. There were the beginnings of a belief that it was alright and safe to trust each other, to work together and that there were things that were much more important than position in the hierarchy. All of the Louisville people that we worked with during the two weeks and in particular the 32 people who assisted the second week showed an extremely high level of tolerance for ambiguity in their work situation. For example, when an individual or group of individuals got a message from the central office asking them to do a particular job or be someplace else at a given time which was at variance with their perceptions of their assignment, they were able to deal with it in a constructive manner. Yes, there were some upset, however, this did not immobolize them or cause them to react in the old conventional hierarchial authoritarian way. They were beginning to show the capacity to roll with the situation, to recognize that what they were attempting to do was much more important to the organization and to them personally than was the old game of vying for position and control which was demonstrated and observable in my April visit. Another very significant change that was beginning to be in evidence at that time was an increaing commitment to the idea of improving the schools for children which superseded their long established pattern of donating their time for the prescribed number of hours per day. Many, many times during that two weeks in June I saw evidence of persons who were going far beyond the call of duty in terms of time, commitment and hard work. All of the staff was not at that point at that time but a significant number were. Something had happened to them that caused a marked change in their behavior. They recognized that they still had a lot to work through, but they also recognized the fact that if they pulled together they would probably succeed. At least they would have tried, which was far better than what had transpired before. They now had an identified organizational goal congruent with their own personal values. By the end of the two week period the people were relating very much to each other as human beings, as people sincerely interested in each other, people who were demonstrating a basic respect and regard for each other to a much higher degree than they had a few weeks previously. The progress that had been made in the few weeks between April and June with these people as far as movement toward being more responsive human people was unique in my experience in visiting institutions of learning throughout the nation.

I returned to Louisville on July 20 and 21, 1970 to be present when Dr. John McCullom of the Northwest Regional Educational Laboratory conducted a higher level thinking abilities workshop for approximately 50 participants. In the month from June to July the people I had worked with in June and who were also present in the July workshop had made some additional changes in their behavioral patterns, as I perceived them. In order to explain one of the behavior changes let me say that Dr. John McCullom had run a number of workshops and training sessions in various places around the nation. He had learned that in the usual situation people appreciate having a workshop proceed at a relatively relaxed pace and yet intense and that they were happy when the workshop was stopped earlier than they had anticipated. With that base of experience, Dr. McCullom chose to proceed in a similar manner with the people in Louisville in spite of the fact that I had suggested to him that I rather suspected that these people were much more committed to using their time productively and that it might be well to work them more intensely and for the full allotment of time. The reaction of the people was interesting to observe and John McCullom picked it up later. The Louisville participants were highly irritated by the fact that they were not worked hard enough, that they were let out early, and full and sufficient use was not made of their time, that there were too many important things that needed to be done to allow them the luxury of being able to fritter away their time. I note this instance because it appears to me that had this been held a year earlier with these very same people they would have probably had the usual reaction of being reasonably well satisfied with the workshop and almost delighted that they got out early and had a few extra minutes to themselves. That has been my experience as well as Dr. McCullom's experience in many, many cases throughout the nation.

During that workshop some directives came out of the central office that had some very close personal meaning and affect upon some of the participants having to do with such things as pay, assignments, and time utilization, as I recall it.

The way this was handled with this group I think speaks well for the Louisville people. Rather than being immobolized by the change in the situation from what the people had anticipated, as soon as was practical they came to grips with it as a group, worked it through with the administration and then were able to go back to the more immediate tasks at hand and be productive. I rather suspect that had this occurred in the old setting it would have been several hours if not days before some of the people would have been able to resolve the issues within themselves sufficiently to be able to be productive workers again.

I would like to reemphasize that in July the people were displaying a very marked willingness to do whatever was necessary to get the job done, if this meant personal sacrifice in the way of longer hours and harder work, then this was the way it was and this was what was going to happen. They were no longer tied to the clock, but were motivated by a cause they believed in and could perhaps do something about. They were definitely going very much above and beyond.

I returned to Louisville in August to work as a trainer in Encounter Tapes from August 8 to August 15, 1970. Again it was my good fortune to be able to work with and have interaction with many of the same people I had seen on prior visits. As I indicated on each successive visit there seemed to be an incremental change in the direction toward a more humanistic, dedicated way of functioning. This was also apparent in my August visit. By this time the people I was observing were able to accommodate to new and unexpected challenges and situations on a moments notice. For example, I remember one situation where a person had another assignment and then had it changed with just a few minutes lead time. The new assignment involved serving as a trainer in a particular situation with a particular set of materials. Rather than being blocked by the new directive, the person had obviously developed sufficient self-esteem to enable him to respond positively and dynamically to the new tasks set for them. Such changes in assignments have been cause for great disagreement and has even lead to legal action in some instances in other times and places. However, with the people in Louisville, this was accepted as a momentary inconvenience that was really not too important in the long run and was certainly something that could be accommodated. I think this is a demonstration of the extremely high level of trust that presently exists in the Louisville schools between and among the various levels and types of personnel. At this point I have been talking most of the professional personnel. On each of the visits I have had occasion to be in the Board of Education building and have had some contact with the clerical staff members. Although I am sure that many of them do not know who I am nor that it would make any difference if they did, I perceive a very different kind of climate within the walls of the building. Somehow I detect a level of excitement, a level of commitment, a feeling that what they are doing really does count for something and it does have a connection with the important things that school is supposed to be about. I feel rather confident that they, in many cases, don't have any particularly additional knowledge that would lead them to know what their contribution is more than it had been in the past, but there is a faith, a belief, a sense of belonging that has removed much of the tension, has freed the people so they can be more productive, and from my perspective probably results in their being able to lead lives a bit more satisfying, at least insofar as their work experiences are concerned.

I returned to Louisville on the evening of Tuesday, December 15, 1970 and have at this point had the opportunity to visit with a few of the persons of prior acquaintance. My observations relative to the situation as I perceive it at the moment is that the recognition and appreciation of each other as individuals is continuing, that people have a reasonably accurate perception of their strengths and abilities, of their limitations, that they are continuing to be willing to work together, to seek help. It is alright to ask for help, in fact it is highly desirable to ask for help. There is a high sense of dedication to the children that are involved in the Louisville schools, to the parents, and to making it work to the best of their abilities. It would appear to me that some very real progress has been made toward making the school more relevant to the pupils, more in keeping with the needs of our society and future generations and that even though many, many problems still exist and will probably continue to exist, those charged with the responsibility of running the schools are no longer filing them away in dark closets, in rooms off halls, but are seriously attempting to identify and resolve the issues that confront them.

What I have observed over the past few months and have observed thus far on this present visit reinforces in my mind the perception that what is happening in Louisville schools in the special projects is very much needed in many, many places throughout the nation. That it is one of the brighter hopes for education, particularly for children who are facing the prospect of having to live in a rapidly changing society. I see the people of Louisville doing something very constructive to resolve some of the basic issues in human rights and in releasing the potential that is in people. I shall continue to suggest to other groups across the nation that if they are sincerely interested in causing constructive change to occur in their educational organizations, they should look at and consider what is happening in Louisville in 1970.

APPENDIX B-6b

Consulting Report from

Dr. Carl Rogers
Resident Fellow
Center for Studies of the Person
La Jolla, California

December 12, 1970

Chairman
Board of Education
506 West Hill Street
Louisville, Kentucky 40208

Report to the Board of Education

Dear Sir:

I have had an excellent opportunity for observation and involvement in the two visits to Louisville in April and November, 1970. I would like to make a report based on these observations and you have my permission to make any use of it whatsoever that you desire.

During these two visits I have had, as you know, opportunity to meet with the Board of Education, with the principals of many of the schools, and the teachers of many schools, in two lengthy sessions. I have had a long dialogue with more than 100 teacher interns and paraprofessionals. I have had the opportunity of meeting a number of times with the superintendent and the central office staff and particularly the staff of the office of organizational development. I have met with high school students; I have observed approximately 20 classrooms in four schools. On the basis of all this I ask myself, what themes stand out? What thoughts come to mind as I review my visits to Louisville?

The desperateness of the situation you faced. I believe I am correct in saying that 71% of the students in the Louisville Public School System were below the national norm in their achievement at the time the original proposal was written in 1969. This in itself seems a tragedy. From the facts I have examined, 83% were below the national norm last spring before the program started. This is clearly a disaster.

I have seen the carefully researched figures which show that the eighth grade, for example, has had a lower achievement score each year since 1966. This was the same for several other grades. In other words, the eighth graders had learned significantly less in each succeeding year for several years before this program started. And the finding was the same for the several other grades that were examined.

When you couple these facts with the extreme poverty of the area and the many other negative social factors, it seems to me that the Board of Education faced a truly desperate situation; not simply a crisis, but close to a complete breakdown of the whole educational system.

The courage of the Board of Education. For responsible publicly elected representatives to recognize openly a disaster situation and to take bold steps to change it is not characteristic of boards of education as I know them. To choose Dr. Newman Walker as Superintendent was such a step. He had shown he was effective in lowering the dropout rate in another city, but to select him, to back him in his selection of staff and in his bold plan to do something about the critical situation took a great deal of courage on the part of the Board. I congratulate you.

The degree of national approval. I do not know the total sums made available to your system through the Office of Education and other governmental sources, but to me they seem vast and I know that other such grants in the near future are likely. Having tried to obtain such grants myself, I know that this means that the proposals have had a very careful scrutiny by educational experts. Hence, obtaining these funds means that highly placed educators approve the plans that have been made for the schools of Louisville and clearly think that they may offer a model for other inner-city school systems. I am sure they would not have granted such large sums if they had not thought this could be a pattern which other cities might follow. I feel that you have won already an impressive degree of expert national approval.

The magnitude and scope of the program. I have known individual teachers in classrooms who have attempted to change their educational approach in much the same way that your system is doing. I have known individual schools which have done the same. But to have the boldness, innovation and organizational ability to endeavor to change a whole system is, to me, phenomenal. I believe that this is the most promising, broad-scale venture in public education in the United States. For once it really attempts to go to the roots of the inner-city school problem. I am certain that soon the whole nation will be watching it, for education in the inner-city schools everywhere is in a terrible condition.

The outstanding effectiveness of the spring and summer training programs. I have had the opportunity by visiting in April and November to see persons who have been obviously changed. I know some who have been saved for education by the fact that they see a new vision and a new hope instead of a dull and destructive situation. The psychological atmosphere in the schools has been changed and I have seen evidence of that. I believe it is unheard of to enroll 1,600 educators of all levels, during a four to six month period, in communication and human relations and organization development, workshops and courses. But your staff did this, and did it effectively. I admire their planning, their foresight, their skill, their commitment to following up these initial programs with further training. I will have more to say about this later on.

The present turbulence in the project schools. As I predicted when I visited you in April, changes of this magnitude in a school system are bound to create turbulence. I found this to be true in my second visit. Two months into the school year with teachers trying out team teaching, communicating more freely, carrying more self-responsibility, meeting many unforeseen problems, bearing the brunt of both reasonable and irrational community criticism, it was not surprising that all was not running smoothly in the project schools. But change always involves upset and this should be expected. I observed many good and promising things in the classrooms I visited. First, the complete dedication of all professional personnel. They meet after school hours and on weekends, working for the better education of their students. (As a matter of fact, I worry that many of them are putting in too many hours of work. They need rest and recreation.) I noted the increased degree of informality which is present in almost every classroom. I noticed the seriousness with which they are endeavoring to promote learning rather than simply to impart content. While sometimes some of the younger members of the teaching staff believe that freedom is something easy to grant, most of the teaching staff are well aware that freedom must be accompanied by responsibility and that to help students become both free and thoroughly responsible for the consequences of any action they take is a most demanding task.

The smoothness of the operation in the second year. I was particularly pleased that the opportunity to visit a classroom of Project 8 was given me, a project designed to assist the learning of potential dropouts. This program has already been in operation for a year and now is running smoothly. When I visited one of these classes it was very hard indeed to realize that the children in the group are composed of the most difficult, and even incorrigible, students in the system. I never would have guessed this from their behavior. The class was quiet. Small groups of students were working intently on different kinds of problems. When I was there a teacher was showing pamphlets to a boy telling him the contents and quality of each pamphlet. He was, in other words, doing his job in providing the resources for learning. Suddenly, the boy said, "I want to take that one home." I asked him later to show me the pamphlet he had chosen. It was a pamphlet on astronomy -- the relation of the earth to the sun, the moon, the planets, a quite technical but well illustrated pamphlet. Here was an instance of the responsible, personally initiated learning which the whole program leans toward. I looked at this boy and thought, "This is an incorrigible youngster?" It is obvious that he has become a learning student. I felt a certain degree of awe at the change which must have taken place in him.

In the same class a boy and girl were working on a science problem. They were confused. They called out, "Hey, Charlie, come here. Tell us what you do with #2." Charlie, another student, came over and explained to them the issue about which they were confused. I thought that this is the best of all possible learning. The climate of the classroom had permitted them to admit their ignorance. The informal atmosphere had permitted them to call for the help of a fellow student. There was an equally informal relationship with the teacher, with the intern, with the paraprofessional. I feel certain that as the project schools settle into their new program they will increasingly resemble the classrooms of this project which is trying to implement the same general approach.

I found the same thing to be true in an elementary school which began this facilitation of learning more than a year ago. Things are running very smoothly; students are working on their own. The principal said it was truly inspiring to see the students on their own initiative going to the library all day long, sometimes working there, sometimes taking books out, sometimes getting advice on the best resources, but learning because they found it exciting to learn.

Distress at virulent attacks on the program. Over the months I have received the clippings and have heard the stories criticising the program, some of the criticism centering on the notion of freer classrooms, but most of them centering on this horrible "evil", sensitivity training. These attacks are made by a very small minority as shown by the recent school board election, but they are distressing because they take up an inordinate share of the time of the very creative central office staff, especially the superintendent. Since my name has been mentioned occasionally in these newspaper accounts, I want to voice my opinion. One typical mention of my name was to give a "quote" which is the exact opposite of my belief. The attack seemed to me to be almost entirely propaganda. There is never any real evidence presented.

I would like to say, yes, in the groups this spring and summer board members and administrators learned to communicate more informally and at a deeper level than before with other administrators, with teachers, and have shown that this carries over to their communication with students. Yes, in these groups they sometimes sat on the floor. Yes, teachers learned more about themselves, learned how they were perceived by others, had the opportunity to become more open in expressing their feelings. All of them learned a great deal in cognitive training, too, for new ways of working with students. I have read the reactions of the participants and the great majority of them loved it. Yes, this means that in many instances the teachers have become warmer, more caring, more deeply interested in their pupils. They have become less the authoritarian disciplinarian and more a caring resource person. Yes, people sometimes gather in a group on the floor around a teacher or teaching assistant when they are learning something they are excited about. Are these attitudes and behaviors really crimes? You would think so when you read that such attitudes and behaviors are Communist inspired, Nazi inspired, Chinese brain-washing, complete permissiveness and immoral. My honest reaction is, "Poppycock!" One should ask the parents who came enthusiastically to the defense of the new program when it was questioned by the NAACP. It is strange indeed to have a vital new program attacked from the right wing and also the left at the same time, with religious leaders strongly upholding it and violently condemning it. I believe that the only thing that is proven is that something significant is going on. People would not become so deeply involved if they were not convinced that something important is happening.

I cannot refrain from mentioning that the next group in which I am to be involved is sensitivity training (or a T-group, if you will) for some of the presidents of the largest corporations in the United States. I can assure the citizens of Louisville that these men do not pay good money to be exposed to some Communist plot or to Chinese brain-washing. They pay good money to come because friends of theirs have convinced them that it can improve their effectiveness as leaders, can improve the human relationships in their industry, and can lead to a much more participative democracy even in industry and this is the kind of result these groups have helped to achieve in the Louisville schools.

The honest desire to give choices. I have been very impressed by the strong determination of the central office staff to give real options to students and parents. Students and parents who deeply desire a traditional program with traditional teaching should have the opportunity to choose it. This is difficult to work out in practice, but a great deal of effort is going into the attempt to provide such options. The staff is strongly committed to the notion that no one should be coerced into freedom, even responsible freedom. If they wish strict guidance and conventional content teaching, they should be able to obtain it.

The openness and straightforwardness of the whole system, including the Board of Education, the superintendent, the central office staff, the principals, and the teachers. I have never in my life seen such complete honesty in an organization before. If parents or critics or students or outsiders wish to know the facts they can obtain them, whether those facts are negative or positive. The whole staff seems resolutely committed to the notion of "telling it the way it is" to any person who sincerely asks. The contrast between that and other school systems I know is nothing short of fantastic.

The commitment to an evolutionary educational system. It is very reassuring to me that this program is not the substitution of one dogmatic orthodoxy in place of another. Teachers, principals and others are free to opt out of the program if they do not believe in it. The whole stress is upon the process of improving learning in the schools. In this process mistakes are being made and they will be made. But when people are open about them they can be remedied. It is most refreshing to hear members of the system discussing errors they have made, mistakes that seem to have been committed unintentionally, and their strenuous efforts to remedy these mistakes. As I know very well from my own experience, it is this process of searching which creates the excitement of learning in both teachers and pupils.

The tremendous progress in achieving racial balance in administrative and teaching staff. I have never seen such dedication to this goal. The progress that has been made is, to me, astonishing. I personally witnessed the great disappointment that the system could not obtain as many black teacher interns as they would have liked. The staff, in fact, rejected an offer of many more interns because the group would not in any sense be truly racially balanced. To me this is most impressive and indicative of the good faith in which they operate.

The need for community and school support. The board of education, the administration, perhaps especially the superintendent, have been hammered unmercifully from every quarter. Almost all they hear are complaints, criticisms, attacks. These are human beings! They cannot forever resist the erosion of their morale and spirit when all they ever hear is negative feedback. The parents, the teachers, the students, the principals who find this program profitable and better than they have ever had before should let the administration, the newspapers and the other media know their side of the story, not leaving the field to professional right-wing doom-sayers. Of course the program is imperfect, but it is not nearly as imperfect as the system which preceded it. The worst possible thing that I can imagine happening to the Louisville schools would be to go back to the program which existed before this program was started. Consequently, those who support it should speak up.

The hope for miracles. I sensed occasionally the expectation on the part of some that the program would work miracles within a year. I think this is grossly unrealistic. Consider the eighth grade and the figures which I cited earlier. During the first year of the program, during which transition period there is much to be learned and much that is done imperfectly, it will be a great achievement if the climate of most of the classrooms is changed and if the achievement tests show that at least there has been no further erosion of the achievement record. I can testify that the first already seems to be occurring and I certainly hope that the second will show up in the careful research studies which are being conducted by very unbiased and expert people. If, in addition, there is some small increase in eighth grade achievement, for example, this will be a real bonus. If the program begins to function more smoothly then I would hope that during the second year there might begin to be a real turn around in achievement record and that the small percentage of those who are at or above the national norm will increase. But if people expect that suddenly all pupils in the project schools will achieve the national norm, this is a most unrealistic expectation.

The effort to permit a large measure of local control to the schools. I was greatly impressed with the serious effort which is being made to develop "mini-boards" for each school. These mini-boards would, as I understand it, have representatives from the student body, from the teachers, the school administration, parents and representatives of community agencies. Exactly what their powers can legally be, exactly how they should function, still remains to be worked out. But to be working toward such a goal is most encouraging. It means that you are working toward a situation in which all those who are involved in the educational process will have a part in setting the policy of the educational institutions. I can think of no more significant way of bringing true democracy into the schools.

Louisville citizens have reason to be proud. Coming in twice as an outsider I have found myself greatly stimulated and learning a great deal from each contact with the program. It is often said that my concepts about learning have had a real part in shaping the program. If so, I am proud of this. But I would also say that they have gone far beyond any thinking of mine in their ability to implement such a program with thoroughness, with consideration of the public, with practical implementation of ideas which I have expressed in a somewhat theoretical form.

I was somewhat suspicious of my own enthusiasm but on this last visit was able to bring along two colleagues of mine and found that they were even more excited than I by the tremendous significance of the program which Louisville is attempting. Every citizen has reason to feel proud of the fact that Louisville may well be pointing the way to at least a partial solution of the overwhelming educational problems of inner-city schools everywhere.

It has been a privilege for me to be able to visit the Louisville Public School System on two occasions. I hope that I may be able to do so again in the future in order to keep in touch with the highly significant developments which are occurring.

In conclusion, I cannot help but report one amusing story. I was told of an eighth grade student who expressed himself as being quite annoyed and disgusted with the new program. It wasn't sufficiently organized to suit him. Consequently, he has now spoken to his various prospective teachers for the next term and has worked out contracts with them, so that he can work on the topics he is most interested in and will be assured that they will be helping him to provide resources for such learning. My amusement came from the fact that, though he may be annoyed at the program, he is the best proof I know that it is achieving its goal. He has initiated self-directed learning on his own part, on topics which he will study intensively because he is interested in them, and has taken the steps to make sure that he will be able to do exactly this. If even a fraction of the students learn to become such self-directed learners, your program will be overwhelmingly successful.

This report is submitted very respectfully,

Carl R Rogers

Carl R. Rogers, Ph. D.
Resident Fellow
Center for Studies of the Person
La Jolla, California 92037

CRR/pkc

APPENDIX B-6c

Consulting Report from

Floyd T. Waterman
Director
Center for Urban Education
University of Nebraska
Omaha, Nebraska

SITE VISITATION REPORT

Project:	Louisville (Kentucky) Public Schools Project FOCUS/IMPACT
By:	Floyd T. Waterman, Ed.D, Professor of Education & Director CENTER for URBAN EDUCATION, Univ. of Nebraska at Omaha 3805 North 16th Street, Omaha, Nebraska 68110 402/ 453-8220
Dates of Visit:	October 22 and October 23, 1970
Date of Report:	November 6, 1970

Background of Visit

The writer and Dr. Joseph Atkins, Louisville Public Schools, are members of a national advisory committee for Teacher Corps Team Leader Training. The writer had previously served (1966-1969) as the director of the Teacher Corps at University of Nebraska at Omaha (both inner-city in Omaha and Indian reservation rural projects) and as the national director of the BEPD/Teacher Corps-sponsored PROJECT REAL--Resources for Education Adult Leadership. He is also currently a member of the national pool of consultants and a member of the Career Opportunities Program (COP) Leadership Training Institute.

While visiting about team leader training needs, interaction on teaching teams, and differentiated staffs, Dr. Atkins mentioned to the writer the combination COP/Teacher Corps project in Louisville as a part of Projects FOCUS and IMPACT. Dr. Atkins indicated that there might be some value in having an experienced person from outside the project come to Louisville and to provide some input in an exploratory manner. Of special interest were the relations between professionals and paraprofessionals.

The writer visited the Central Cabinet meeting on Thursday, October 22nd, as an observer. Following this meeting he met with Mr. Minor Daniels, COP director, and Mr Booker Rice, Director of PROJECT FOCUS and it was decided that the writer should attend the Ad Hoc Trainers inservice meeting of Organizational Development (OD) to be held later Thursday evening, October 22nd. The trainers' meeting was conducted by Mr. Joel Henning of OD.

Persons Contacted

It would be impossible to list all of the persons in the various meetings and hence only those with whom the writer held conferences or extended conversations are identified according to their roles.

In addition to principals (Principal Learning Facilitators), team leaders, community workers, COP aides, interns in the three schools visited--Taylor, Marshall, and Jones, the following persons were contacted:

Dr. Joseph Atkins, Chairman--Instructional Programs
Dr. Frank Yeager, Chairman of School Operations
Mr. Jack Meisburg, Chairman--Instructional Services
Mr. Booker Rice, Director--Project FOCUS
Mr. Minor Daniels, Director--Career Opportunities Program
Mrs. Georgia Eugene, Community Coordinator--Taylor School
Mr. Joel Henning, Group Trainer--Organizational Development
Mr. Robert Myers, Group Trainer--Organizational Development
Mrs. Bea Henry, Physical Education--Dept. of Instructional Programs
Mr. Ernest Gravatt, Special Education--Dept. of Instructional Programs

Observations

There is no attempt to sort out sources of data in the observations that follow for it is quite possible that the writer misread comments or "read" more into them than would have been intended by the persons named or unnamed, although some of the perceptions were checked in an informal Exit Interview with Dr. Atkins and with Mr. Minor Daniels.

The writer has grouped his concerns and observations into the following gross categories: (1) General Observations (2) Observations on COP Activities (3) Observations on Leadership Functions.

General Observations--Project FOCUS/IMPACT

The writer met Dr. Newman Walker, Superintendent of Schools, only briefly on Friday. The meeting amounted to only an exchange of greetings and a few moments of "small talk" but it is apparent that Dr. Walker's leadership is felt in the school district. It is like an iceberg for only about one tenth shows above the surface. The leadership is manifest in an obvious commitment to be in the schools personally "where it is," to surrender to general staff many of the functions perviously controlled personally by a superintendent, and to work on the concept of total school staff involvement and staff development.

The Superintendent's Cabinet meeting was a study in contrasts and it revealed a school system in the process of transition from one style of leadership to a more participatory type operation. The most striking thing about the meeting was the absence of the superintendent but his influence was manifest in the person of an administrative assistant who quickly surrendered the meeting to a group process person. One is struck with the deliberate effort to encourage interaction, to encourage honest and frank discussion of issues as perceived "from the field--where it is." It was also apparent that there was much struggling with universal problems of role ambiguity, with the frustrations of overworking, and with philosophical struggles and frustrations related to embarking upon a new and exciting venture of Projects FOCUS and IMPACT.

General Observations--Project FOCUS/IMPACT (Continued)

While PLF's and Central Office personnel expressed concerns over "many problems," it was exciting to be a part of a discussion so honest, so direct, and so relevant to issues at hand. There were obvious differences in philosophical positions and yet there was a good "coming to grips" with issues and a willingness for "top brass" to work things out. In this respect the writer must note that he wonders whether the participants in PROJECT FOCUS and PROJECT IMPACT realize how far ahead they are in the difficult and frustrating task of adjusting to new structures, to new approaches and attempts to solve the very old and pressing problems of school failure in the inner-city areas. When viewed from this perspective, the task of accomplishing a change over with a new superintendent and several key persons at the central office in addition to bold new directions in staff development, the accomplishments are nothing short of a miracle.

The three schools visited on Friday provided a good insight into the problems encountered with traditional facilities versus excellent new or rearranged facilities. Yet it is also apparent that physical plant per se is hardly a cure-all for organizational or instructional difficulties. Despite some limitations of plant teaching teams can adapt to meet the needs of children and of the communities they serve. It was refreshing to see community aides also involved in with the total school staff. The writer also observed good use of one central staff person in one of the schools visited (a physical education resource person). As the writer understands the projects of the inner-city, there are about 700 adults (professionals, interns, and paraprofessionals) working in 14 schools and assigned to some 80 different teams. The management problems alone with a project of this size are enough to make one wonder why there is not more confusion.

Observations on COP Activities

As the writer listened to discussions in the central office meeting, chatted with COP aides, with teachers, and with the COP director, he noted some possible problems and concerns. It should be clear, however, that this visit was not the usual LTI technical assistance visit nor was it intended as a comprehensive review of a Career Opportunities Project. There was no input at all to the writer from the college component of the COP and yet some questions did surface that might be examined by those who work in the individual schools, by the COP aides, by the community itself, and by the appropriate university persons.

1. Veteran COP Stipends

   It is apparent that veterans are having a financial struggle in this COP project since some receive only $70-75 per week. Some COP aides felt that this might be a factor in turnover. The director seemed to be somewhat frustrated by the problems of frequent veteran replacements and the need for turnover. The writer notes that the COP guidelines permit the payment of $90.00 per week for veterans and his own experience with COP veterans verifies the need to pay at this rate.

Observations on COP Activities (Continued)

2. University Training for COP Participants

The project is to be commended for allowing COP aides to take the number of college hours that they feel comfortable about pursuing or that they feel they can handle. The writer talked with one lady who has nine children and she indicated that she takes a history course and if she had to take more than the one college course, she would not be able to continue in the program.

While the writer feels that the position of permitting COP aides to take only the hours in college that they can handle, it should be noted that taking more hours is sometimes made possible when the college work is related, in part at least, to the tasks on the teaching teams (practicum credit). With careful planning of COP budgets, it should be possible to provide some practicum course work (in the professional area) for COP aides. But while some of the aides in the Louisville COP project are taking English, History, and other classes (some are taking 6 hours of college work), there appears to be no single unifying college experience to which all COP aides are exposed.

The practicum experience can provide some theory input to the practical and daily school experiences of the COP aides and can also provide for continuous feedback and interaction between the aides, the school staffs, and the universities. The weekly seminar is the place to help aides relate their school experiences to professional theories of instruction and of principles of learning. The schools should also carefully assess the need for paid released time for COP aides so they can pursue professional growth. The whole idea of a Career Ladder in Education presumes some staff development in terms of paid time for attending classes, planning meetings with the team, and participating in the evaluative processes in which the team members engage.

Sometimes it is so difficult for administrators or general citizens to recognize the importance of released-paid time for COP aides as a part of staff development. In a very real way, the aide can make his contribution in ways different from the usual conception of "time spent" actually working with the teachers, the children, on actually teaching. In many schools the mere membership of a black male on the team is a contribution. The writer calls such COP aides (particularly our black veterans) "cultural tutors" for the white middle-class teacher. He can relate to children in a very knowing way. He can, in a few moments, cut through the red tape of what may be troubling a child and do so in ways not open to white-middle-class teachers or counselors. The black male aide can, from personal experience, help his teaching teammates come to grips with the issues of race relations, life styles, and the gut issues of poor housing and all of the indignities of poverty. Hence, money spent on released time to study, to plan, and to take college courses, or even to take remedial tutoring (perhaps English or Speech classes) is money well spent in terms of staff development. Seldom do school districts have the opportunity to observe and follow the total training and preparation of potential teachers over a four or five year period as is the case with the COP aides.

3. Planning Session Attendance by COP Aides

The PLF's mentioned problems they encounter when team members "have to go off somewhere to university classes," and don't have time to plan and to evaluate with the entire team. It is absolutely essential that every member of each team have time to plan and to evaluate on a regular basis. Planning that is mere "checklisting" or "receiving assignments" is both useless and an unnecessary interruption. But planning that involves careful scrutiny of the strategies, activities, or designs for evaluation, and for self-analysis as well as peer observations is time consuming and yet rewarding in terms of staff development as well as in improved instruction. There must be an organized design for evaluating instruction (note object of evaluation) in terms of the objectives that are clearly defined as part of the planning process. Teacher aides will derive the staff development aspect of their roles only when they are genuine partners of the team. Planning must attend to processes as well as to substantive matters. Administrators should ensure all aides time for participation in the team meetings.

One important reason for aides' participation in the planning and team meetings is that of helping team leaders (coordinating teachers) to plan their own time in order to make better utilization of the COP aides. Part of the task of teaching in teams is that of differentiated assignments and roles in such a way that the best use is made of the time of the more talented members of the team. Certainly the team leader (coordinating teacher) should plan with COP aides so he can be more effective in delegating certain tasks to the COP aides. By their own admission, some teachers are doing things that could easily be done by an aide, a parent volunteer, or perhaps by students themselves. Staff utilization requires careful planning and the development of pupils will also be fostered as they see adults learning proper use of delegation of responsibilities.

The writer found that aides do not wish to embark upon tasks for which they are not qualified and they recognize the importance of the more highly prepared persons (the certified teachers) handling the more complex tasks of teaching (i.e. evaluative aspects of teaching). Appendix A is a summary of responsibilities that COP aides identified in a class taught by the writer at his institution. Appendix B is a list of teaching functions identified by COP aides.

Observations on COP Activities (Continued)

Aides are frank to admit that they don't have the same kind of skills that teachers possess. The idea of "Equal Partnership" on a teaching team does not assume that every person has the same knowledge or skill. Indeed the structure of the team membership presumes a difference in skill and training. COP aides might be greatly relieved to know that they are not expected to engage in certain of the more complex functions of teaching. Team leaders (coordinating teachers) as well as PLF's would do well to take note of this fact and start a check to see that teams differentiate tasks according to training, experience, and teaching functions on the team. Interns from the Teacher Corps are not yet fully-prepared teachers. They are teachers in-preparation and we do them a disservice by any other assumption. They are supposed to be teaching as well as learning and they cannot accomplish this task unless they view themselves as partially in a student role. COP aides, although less qualified in terms of academic background, are also teaching and learning the teacher's role. The coordinating teacher as the team leader should be delegating some of his teaching responsibilities so he is ever attending to his role as a teacher-of-adults. Otherwise, the interns and aides are both being robbed of one aspect of their staff development.

Observations on Leadership Functions

There was an apparent role ambiguity on the part of the PLF's which manifest itself in the "corrections" made by PLF's as they introduced themselves in the cabinet meeting. Some said they were "principals" then had to correct themselves as being "Principal Learning Facilitators." The writer viewed this as more than a linguistics slip; there is a very natural ambiguity that should be expected over so short a period of transition. Still other PLF's indicated that they were having trouble assimulating their new functions that focus upon instruction rather than "physical" problems that might properly be assigned to the School Business Manager. The latter, too, is a new role with which one could expect much ambiguity and confusion.

The FOCUS proposal indicates that, "Each team will instruct approximately 100 children in an open learning environment under the overall direction of a Principal Learning Facilitator whose time will be devoted exclusively to instructional concerns. The more mundane administrative duties which now burden principals will be assigned to a business manager to free the Principal Learning Facilitator to concentrate on the development of quality education."

Whenever the writer asked about the progress in use of the new school persons--the school business managers--there seemed to be almost complete avoidance of dealing with this role or its implementation. Perhaps the PLF's and the Central Administrative Staff should devote some time to redefining the school business manager's role in relation to the duties of the PLF's. Comments in the meeting by PLF's indicated that they were still somewhat "burdened with the more mundane" matters of ordering electrical outlets and books, and accounting for the time of the COP aides.

Observations on Leadership Functions (Continued)

As the school district examines the work of the School Business Manager and redefines the role of the PLF's, it might also attempt to assess to what extent the PLF's revert back to "the more mundane" matters of administration as an escape mechanism. It would not be surprising to find PLF's reverting frequently to "paper shuffling" for school principals are not accustomed to a role that deals exclusively with instructional matters. Indeed most principals would be somewhat "at sea" when freed from "mundane matters" because there has always been confusion about the principal's instructional roles. To some extent, one would expect a bit of this behavior in PROJECT FOCUS due to a confusion of philosophy. Both PLF's and members of the Ad Hoc trainers group spent some time talking about the need to deal with the "shift" or "change" in philosophy of the projects. This fact is reinforced by talk about some team members each "wanting to do their own thing" and by reports of the school superintendent "wandering in and out of every school."

Apparently some of the PLF's earlier thought they had a complete "hands off" instruction with respect to any kind of leadership direction and administrative responsibility toward teaching teams. There are certain inevitable confusions that will arise when one lists the "faulty assumptions" and the so-called "old" ways of running a "tight ship" in the Louisville schools. A list of this type in the hands of a group so diverse as COP aides, community people, university professors, school administrators, and young, idealistic Teacher Corps interns is bound to create some different perceptions of the "philosophy" of Projects Impact and Focus.

One can always accept confusion in this type of program but the basic philosophy espoused in the FOCUS proposal is both practical and sound; it requires considerable discussion as to the nature of the program objectives and rationale. Certainly the programs should not be approached from the standpoint of throwing the baby out with the bath!

The apparent youth (and perhaps inexperience) of some team leaders might also contribute to a misunderstanding of needed structure without rigidity and without a sound base of human relations that recognizes the individual worth and human dignity of all team members as well as all children.

Here, the writer perceives the need for much clearer definitions of the roles and leadership functions of both the certified teachers (coordinating and staff) on the team as well as a clearly defined role (including the student-learning functions) description of both interns and COP aides.

Observations on Leadership Functions (Continued)

The "One-Big-Happy-Family" concept teams might create some very serious problems for both interns of the Teacher Corps and for COP aides. Such a philosophy might lead the entire team down an unrealistic path. This would certainly be true where there is no clear-cut perception of authority on the part of the Principal Learning Facilitator and of the Team Leader (Coordinating Teacher). There must be supervisory authority on the part of the coordinating teacher. This "authority" is the authority that arises out of competence rather than any "administrative club" and supervision is used by the writer to indicate supportive, instructional assistance in helping the intern and the aide to grow professionally. The whole objective of staff differentiation is based upon the assumption that the team leader will have time to confer, to evaluate the instruction, and to help work on the organizational and administrative matters related to the team.

The team leader must be a strong, well-organized, and experienced person. A tolerance for ambiguity is a major qualification but the ambiguity in this case is related to the problem of how to obtain respect and leadership without use of sanctions against people. The team leader must know how to plan behaviorally stated objectives. He must recognize good instruction when he sees it. He must be willing to let team members experiment, to try different approaches, and to fail as well as to succeed. He must have good human relations skills but he must also possess skills in conferring (supervisory conferences take skill and effort and they must be carefully planned by both the team leader and the intern). He must be accountable to the community and willing to involve parents as genuine members of the team of adults trying to help the child gain basic skills as well as utilizing his creative urges.

The pattern of team teaching used in FOCUS--two certified teachers with four interns, and two paraprofessionals--presupposes a very dynamic, experienced, and capable team leader. If the "big family" philosophy is carried to the extreme, members of the team who are only partially prepared as teachers can make decisions and "out-vote" the more experienced teachers. This practice can result in interns or aides going back to "discover the wheel" in their instructional practices. The wise team leader will permit the team members to experiment but he will insist on carefully developed plans for procedures as well as for evaluating whether the objectives were achieved. The good team leader will be able to confront team members with honest, sincere evaluation of instruction and to gather the kind of objective data that will help the emerging teacher to become ever more critical and to engage in self-evaluation and self-analysis for he, too, must grow in his accountability to the profession and to the community he serves.

1. 0 2 4 6 8 2. 0 2 4 6 8 3. 0 2 4 6 8 4. 0 2 4 6 8 5.

	SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4		
*Who holds high performance goals for your school system?	School board and superintendent of schools	School board, superintendent and some of his staff and principals	School board, superintendent and most of his staff, principals and some teachers	School board, superintendent and his staff, principals, teachers, students, and parents	36.7	2:45-46
Who feels responsible for seeing that high performance goals are achieved in your school system?	School board and superintendent of schools	School board, superintendent and some of his staff and principals	School board, superintendent and most of his staff, principals and some teachers	School board, superintendent and his staff, principals, teachers, and students	35.7	2:47-48
How much resistance is there to achieving high performance goals?	Strong resistance	Moderate resistance	Some resistance and some cooperation	Little or no resistance and much cooperation	35.0	2:49-50

1. 0 2 4 6 8 2. 0 2 4 6 8 3. 0 2 4 6 8 4. 0 2 4 6 8 5.

*If no one expects a high level of performance, place a check mark here ___ and skip items 53, 54, and 55.

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APPENDIX B-6a

Consulting Report from

Dr. John Picton
Educational Consultant
Northwest Regional Laboratory
Portland, Oregon

Observations on Leadership Functions (Continued)

In general, the pattern of the teams is not good or bad in and of itself. Success of the team is highly dependent upon clearly defined roles, upon a good human relations base, and upon good supervision and plans for evaluation of instruction as indicated above. The PLF's must be the persons to evaluate individuals. The team leaders must not be placed in the position of evaluating persons. The supportive, non-threatening type of leadership to which the writer referred can exist only when the team leader is relieved of all grading (for university courses) and hiring or firing powers. On the other hand, the PLF is responsible for the employment of team members and is accountable to the community and to the profession for quality personnel in teaching positions.

The matter of staff development (in terms of training the team leaders) must be given serious attention. Not only do team leaders need training to assume their new and difficult role, but so too do the PLF's need training in how to implement their new roles and how to utilize the school managers to greater advantage. The central office staff has a responsibility to provide this kind of direction for earlier selection processes may now be showing weaknesses in both team leaders and PLF's. The coordinating teachers appear to be somewhat young and hence inexperienced for a demanding role. When the writer inquired about one, he learned that the CT had been a Teacher Corps intern as early as 1966. Some of the PLF's appear to be rather uncomfortable in their roles and might be more comfortable in schools that have the regular principal position. Regardless of future attention to selection processes, there now exists a cadre of people who will require more orientation and training in skills related to supervision and curriculum and to management in a participatory manner.

Almost completely absent from the discussions were references to the resources that could be brought to bear by the universities that cooperate with the project. The writer caught a few references to university faculty that would suggest that the school and university staffs have not yet joined together in the same kind of honest confrontation and communication that exists among the central office staff and members of the teams associated with the Project schools. If public schools are going to embark upon the task of teacher education, they must commit the staff and resources they have to work with university resources or the public schools will have developed the same kind of relevancy gap that is so frequently accredited to the institutions of higher education. You cannot go it alone; you cannot permit the universities to go it alone. Neither of you can afford to ignore the matter of meaningful involvement of members of low-income area communities.

There are matters related to COP practicum, provisions for team leader (coordinating teacher) training, on-site university courses, and total school-university collaboration that were simply not mentioned. The writer had no opportunity to visit with the university people but it is apparent that many meetings are needed to plan and work to avoid needless division.

Observations on Leadership Functions (Continued)

Perhaps a pattern of central staff service as resources could be used by teams in the schools that have done some careful objective definitions. The PLF's must be helped to their leadership roles in terms of meeting with the coordinating teachers (team leaders) and working on planning and supervision skills. PLF's must assume the responsibility for evaluating persons while team leaders focus upon evaluating instruction. New approaches to supervision are being suggested and developed in colleges and universities. The material prepared by Dr. Barbara Brilhart that the writer left with the OD division is one such possibility. Much of what the writer said in an article (Attached as Appendix C) regarding the role of the department chairman in college teaching in teams could be assumed by team leaders in the Project Focus schools but the obvious differences in the roles of team leaders and college department chairmen must be kept in mind as cautions. College department chairmen must evaluate instructors as well as instruction. These items are mentioned with the thought that creative persons from Louisville Public Schools and nearby colleges might develop together some supervision schemata that are more appropriate and useful for the FOCUS/IMPACT teams.

It is important, however, that persons from OD not attempt to go it alone in terms of resources offered to the teaching teams. You have an excellent base in terms of process and of human relations but be sure you add skills from persons who have them. Restructuring the resource people on a new and differently established "on call" basis might be useful. Don't "snow" a school by giving all fourteen schools a complete "work up" on a particular department's expertise.

The Central Administrative Staff must also learn that it cannot be all things to all people. Act toward people; don't react! Don't try to change the world today; you are attempting a very remarkable project and when you look at the complexity of your task you are to be commended for accomplishing so much in so short a time.

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APPENDIX B-7

University of Massachusetts Summary Report on Teaching Team Strategies

A SUMMARY REPORT
On the
PROJECT FOCUS AND PROJECT IMPACT WORKSHOPS ON TEAM TEACHING STRATEGIES
Conducted by the
University of Massachusetts Team

Submitted by

Dr. Norma J. Anderson, Chairman
James D. Corbin
Phillip H. DeTurk

March 1, 1971

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Norma Jean Anderson

Dr. Anderson, associate professor in the School of Education, University of Massachusetts, holds the Ed. D. degree from the University of Illinois. She has been a teacher in the public schools of Springfield, Illinois; program consultant in the Department of Elementary Education, University of Illinois; and consultant for Intercultural Education in the Public Schools of St. Paul, Minnesota.

Her publications include Where Do I Go from Here?, The Counselors Handbook Series, and Black Teachers Round Out Faculties, MEA Journal, November, 1968. Membership on the boards of several organizations include the Committee for the Education of the Disadvantaged, University of Minnesota; St. Paul Urban Coalition Committee; Martin Luther King Benefit Fund, St. Paul, Minnesota; and Advisory Committee on Integrating the School Curriculum and Federal Programs Advisory Committee, both for the state of Minnesota. She has served as a delegate at the Conference on Negro History, AFT, in Washington in 1967; NEA Conference on the Treatment of Minorities in Textbooks and Other Teaching Materials, 1967; and the National Conference of Afro-American Educators, Chicago, 1967, and other conferences. Among recent assignments in a consulting capacity, Dr. Anderson has served as a consultant with the MEA Human Relations Task Force, Teacher Preparation, as moderator of a secondary administrative workshop, and as a consultant in inservice education for teachers in Rochester, Minnesota.

James D. Corbin

Mr. Corbin is a doctoral candidate in educational administration at the University of Massachusetts. Mr. Corbin has taught in the elementary and secondary schools in Wisconsin and Florida, has coached varsity basketball, and has taught at the college level at the University of Massachusetts. His expreience includes work in special education with emotionally disturbed children and in college tutoring programs. Other positions include administrative internship to TTT Project Director at the University of Wisconsin, Milwaukee, director of Boy Scout summer camps, chairman of a behavior modification workshop, and director of an extra-curricular reading program for elementary school children. In the summer of 1963, Mr. Corbin was Voter Registration Drive Cadre Leader of the Mississippi Summer Project in Jackson, Mississippi, and in several other cities such as Selma, Alabama, and Greenwood, Mississippi.

Phillip H. DeTurk

Mr. DeTurk is a candidate for doctoral degree in education at the University of Massachusetts, June, 1971. Mr. DeTurk has been a teacher in the elementary school, athletic coach in elementary and high schools, director of dramatics in elementary and high schools, and assistant principal in junior high school in New York and Massachusetts. He has been associated as a member or director of several special school programs in the areas of the humanities, language arts, and school personnel utilization and in camping programs. In the last year, Mr. DeTurk has served as a consultant for the Florida State Department of Education; NEA-TEPS Regional meeting in Cleveland, Differentiated Staffing National Training Conference, Florissant, Colorado; and the Title I Task Force, HEW, Washington, D.C.

ELEMENTARY SCHOOL SUMMARY REPORT

In a dramatic demonstration of joining school and university, the staff of Louisville's Impact and Focus projects met intensively for eight days in January with a large team of consultants from the School of Education, University of Massachusetts. The consultant team was made up of doctoral students and professors from many educational perspectives (humanistic, urban, leadership and administration, research and curriculum) and represented a total of well over 100 years of professional educational experience. The variety and depth of experience were especially apparent in the two-day workshop at Lake Barkley where teachers had the opportunity to choose from approximately 25 seminars in order to meet their individual needs. Heading the team was the school's Dean, Dr. Dwight Allen, universally recognized as one of the most innovative educators in America today. The team was supplemented by additional experts in teacher training from the University of Kentucky, the University of Louisville, and the instructional staff of the Louisville Public Schools. Films and other media demonstrations were also presented.

The following is a report of the eight-day training period at Lake Barkley and in the Project schools submitted by a task force of consultants from the University of Massachusetts. It is a summary of several reports previously written evaluating the work being done in the elementary Project schools. The attempt here is to generalize from isolated school descriptions in order to help the educational community in Louisville gain an objective perspective on what is happening in their schools. The weakness in this approach is that what is true for one school may not be true for others. It is necessary, therefore, for the staff and public of these schools to view the comments for whatever they are worth. Because some comments are not appropriate for all schools does not mean that nothing is suitable.

It must be said at the beginning that the consultants were favorably impressed by the educational experiments in Louisville. The word "experiments" is chosen advisedly. We all know the status quo in urban education is not good enough. In order to progress and to improve, we must experiment. Louisville has taken up the challenge and has made a bold and most commendable commitment to change. We cannot understate our unanimous approval of Louisville's dedication to educational improvement! To the advocates of change we urge continuous and creative prodding to break down the anacronisms of an outdated system. To the critics, we entreat you to be patient and not to make premature judgment. Make yourselves involved and knowledgeable. Pot shots will only maim and destroy; internal and constructive criticism will improve. The school administration, teachers, and aides are trying hard to help children. Every effort should be made to show the same concern for them.

The basis for these statements comes from the words of individual consultant reports. Some are quoted below.

"It is quite clear to us that the . . . School is a good and effective school. The atmosphere is humane and supportive. The students are happy and seem to be learning."

"The atmosphere of concern for the growth of children is commendable. The enthusiasm and enjoyment of the staff is in part responsible for the success of the . . . School program."

"We will not take time here to point up the many strengths of the school. Suffice to say that we think that . . . is a fine school, with a potential for excellence that few other schools possess."

"The morale of the faculty of . . . (School) is commendable . . . Children indicate warmth to teachers."

". . . and I are enormously impressed with the openness and candor of the . . . (School) staff - your inclination to self-criticism and your willingness to listen to suggested alternatives do you proud!"

"The . . . School faculty works hard. Students enjoy what they are doing. It is a school with pride. It makes visitors feel welcome. It does not hide its problems. It searches for help."

". . . we feel tremendously stimulated to know that courageous and dedicated people like the faculty at . . . (School) are determined to offer kids something better and are on the verge of realizing a break-through!!!"

Consultants did indeed see many areas in need of correction. Following the intent of a previous statement addressed to critics, we are not assessing blame; we do not want to be premature in condemnation; we do not want to discuss symptoms.

"We fully realize the danger and weaknesses of consultants jumping to conclusions on the basis of limited observations. Too, no outside group can really come to know a school and its constituency on a consultant basis."

"It is painfully clear that discrepancy between the glorious vision and ideal circumstances originally expected within the Project schools and the sometimes grim realities of the actual situation is a daily fact of life. It renders your experimental spirit and initial accomplishments the more remarkable and inspires us to share enthusiastic reactions to what we've seen and heard as well as the best we can offer in constructive criticisms."

The consultant is like the coach. When he criticizes you, he is interested in you and wants to see you improve. When he is too complimentary or too silent, he is about to give up on you. We offer the following suggestions based on some of the weaknesses we have seen. We hope they are accepted in the light of our devoted interest in, and hope for, the schools and children of Louisville.

Project Objectives - Long Term and Short Term

The suggestions given here have not been classified according to immediacy. Clearly, though, many of them cannot be accomplished until the summer or next fall. This does not preclude thinking about future corrections now and making current modifications compatible with future design.

"Do you believe in what you are doing?" No one should be forced to continue a program he doesn't believe in. It would help to take stock as soon as possible and to smoke out the reasons for disillusionment where it is present. Redesign of staffing models is an important consideration now.

Much of the discussion about objectives is too theoretical. We need to translate philosophies and "catch" words into reality. We talk about basic skills, discipline, control, freedom, tightening-up, individualizing, team teaching, open classrooms, responsibility, unstructured curriculum, rights, and teaching skills as though they were commonly understood by everyone. The truth is that they are understood by no one. It is time to talk of instances. The objective perspective of consultants reveals that there is a wide gap between rhetoric and action. Old and young, experienced and new, black and white, administrator and teacher, teacher and parent square off on terms and fight to the death over "concepts." When talking about real situations there is not nearly so much difference. Veterans realize the need for meaningful curriculum; newcomers recognize the need for control. Everyone wants children to learn. No one thinks that reading skills should be ignored. No one has a monopoly on love. We are so afraid of how we think other people will react, that we tune the "other people" out, or we resign outselves to accepting a content or method which compromises quality.

"While philosophical disagreements no doubt exist, much can be gained by providing an open atmosphere which is conducive to the development of individual talents and styles. Staff members should be encouraged to learn from each other or at least allow each other to develop his own style in a spirit of tolerance and understanding. There is no right answer for which mode of instruction is best suited to children; thus, a variety of styles should be encouraged."

There is a pervasive attitude in the school of putting off involvement. Staffs seem anxious about presenting a united front before involving students in determination of curriculum or rules. It seems as though we are afraid to admit we may be wrong or that teachers know all the answers or that we simply don't trust others.

"Though it is tempting to consider parent information and involvement programs reasonable to undertake only after things get put together in the in-school program, we feel that the two are complementary and can be usefully pursued together to the benefit of both." Parents and children who are given the chance now to help design programs will be more inclined to help them succeed later. Involvement of the "non-credentialed" in determining objectives is an immediate need.

running interference for teachers. PLF's should be less inclined towards always evaluating and more inclined towards supporting. Teams should actively engage each PLF by inviting him to meetings, involving him in discussions, seeking his advice and help, and using his suggestions. The Central Office, the teachers and PLF should seek to clarify the kinds of decisions and policies for which he is responsible. The same holds true for the Guidance Counselor and for "outside" resource people.

Parents and Visitors

"A project of experimentation such as Focus and Impact naturally attracts a great deal of attention and many people wish to observe its effectiveness. While we encourage the notion of visitation by parents and central office personnel, we caution against the too frequent use of Project Focus classrooms for university research. The program is only barely off the ground and should be given more of a chance to develop before the researchers move in. Parents and visitors should have a briefing on the intent of the project and a picture of what they might see before being thrown into an unfamiliar classroom setting."

A room set aside in each school could meet this purpose. Comfortably furnished and professionally manned, on a rotating basis, this room would give visitors a chance to ask questions without "interrupting." A student produced film or slide-tape on Project Focus and Impact would be a meaningful classroom activity and a great help to visitors. Achievement records and examples of student work could be displayed in this room. The room could be used for parent-teacher conferences and community group discussions.

Recording Achievement

Teachers, teams, schools and the Central Office must establish better systems of documentation as a means of keeping a record of team and individual progress. Much emphasis has been correctly placed on effective curriculum. The relationship, however, between the number of broken windows and learning is dubious. Teams should consider how they are going to keep track of student progress in areas related to Project goals -- areas such as student participation, enthusiasm, self-concept, responsibility and decision making. An internal reporting system will have to be developed which forces team members to look at these areas periodically for purposes of recognizing social and academic weaknesses and prescribing for their correction.

Externally, parents must be shown what effective learning is and how much is being accomplished. Spending less time on reading so that the vandalism costs and absences are reduced is not convincing educational rationale for intelligent parents.

Interest Centers

The work already done in developing curiosity or activity corners in classrooms is commendable. This idea can be further expanded to complement the work now being done in classrooms and some libraries. More opportunities for children to work with materials other than paper and pencil can be created. "A resource center set up by the school's resource teacher and manned by aides from each team will serve as an example for each of the classroom teachers. It will provide a common point of focus for the entire faculty." A council consisting of representatives from each team can manage the Center as well as the identification and dissemination of resources and resource people for the entire school. This is an excellent place for parental involvement.

Environment

"School atmosphere, in addition to conducive classroom atmosphere, helps the child's day to be stimulating. Corridors, stairwells, and corners properly maintained expose children to a healthy environment. Clean facilities in any school building is one more cog in the wheel of good habits that make a student's school experience worthwhile. The temptation to destroy is much greater when the physical plant of a school is disoriented with scrap paper and other debris. Children can play a vital role in helping to keep their school clean by making this effort a school-wide project under supervision."

Conclusion

We recognize the randomness of these comments. Why have we not simply listed what is right and what is wrong with the Project Schools? There are four reasons:

1) What is true for one school or team is not true for others;

2) The program is too young to make conclusive judgments;

3) The time spent was too short and too superficial to make a valid analysis;

4) There are no right answers.

Let us more confidently say that Louisville is turning an important corner in admitting to itself that there is a better way of educating our youth. The general direction of the Louisville projects makes sound educational sense. There are many bugs in the system which will require patience on the part of all involved. At the same time some teams have achieved in a very short time a remarkable coordination of thinking. Some teams have developed innovative curriculum programs which are dramatically impressive and effective. Some schools have a spirit of vitality and warmth seldom seen in schools anywhere in the nation. Some of these successes can be identified - a job for the staffs themselves to do - and used as learning models for the rest of the Project-team now.

"Project team" is a valid term. Everywhere there is a desire for success. The amount of industry on the part of teachers, aides, and others is almost too exhausting. At the Lake Barkley workshop many teams worked from eight in the morning until well after midnight. The energy is overwhelming.

We have tried to highlight some areas where we see some progress has been made and further progress is possible. Almost every statement is based on a need, a wish, an action, an indication of a staff person. We hope our two cents will help, but the project needs the countinued investment of everyone - educators, students, parents, others. The path of the educational pioneer is rough and discouraging, but we feel Louisville will succeed. We say this because the initial direction is good, the strength is there and the hope is everywhere. One of your own coordinating teachers said it all in an extremely perceptive article in the January Newsletter. In an editorial which should be required reading for everyone, Jack DeSanctis writes,

> "Should we despair at this point. . . . . ? Hardly: To do this would be to say that the entire Focus concept is impractical and of little worth. On the other hand, it is time for us to realize that understanding is a process of becoming, and does not just 'happen.' Rather, through time and sustained effort, one individual grows in harmony with another."

SECONDARY SCHOOL SUMMARY REPORT

The most striking feature of the Impact schools in Louisville is lack of unity and purpose, or, perhaps, unified purpose. The educational rationale for their programs is being insidiously affected by multiple interpretations of such goals as "freedom to learn," "self-identity," "autonomy," "interpersonal relations" and "enjoyable education."

The visitor is struck by many things: an undercurrent of dissension throughout some of the staff; teachers who do not know what is expected of them; administrators who have abdicated responsibility; buildings which are defaced and deteriorating; a growing dependence on outside, crisis-oriented help; curriculum which is often stop-gap and often undefined; a community which has been ignored; and children who are unguided, misguided, resistant and rebellious. The visitor can also perceive that although most teachers, administrators, students and citizens are valiantly trying, the treadmill of obstacles is at least minimizing forward progress and more possibly creating a general attitude of despair and resignation.

It is clear that the present situation is not healthy. This does not mean, however, that the program is doomed or that it should be abandoned. In the framework of national urban education and the problems of shifting school population, integration, economy and school reform, Louisville's commitment to change is laudatory. Where other communities have chosen to look the other way, the project schools in Louisville have challenged the real issues of American schooling. The willingness to deal with integration has made the efforts of other communities, especially in the North, farcical. The work done to appropriate supplementary funding and to reapportion budgets according to programs and need is genuine. The search for new staffing designs, meaningful curricula and more appropriate student grouping must be continued.

The real questions: Are experiments carried on in Louisville helpful to the nation but detrimental to Louisville? Will the operation be called a success even if the patient dies? Are black children in the inner-city of Louisville the guinea pigs for educational reformers?

There is no doubt that we are talking about an experiment. Experiments are neither wrong nor right; they are facts of life if we wish life to continue and to improve. We should not feel guilty if we are part or parcel of an experiment or a change; rather in the context of the current Crisis in the Classroom we should feel guilty if we are not trying something different. We pass this part of the question off because we feel that Louisville must experiment in order to cope with change.

Is the experiment harmful to Louisville? Is the patient dying? We all know the patient is ill; it was ill before Projects Impact and Focus began. The education department is collecting reams of data about vandalism, attendance and achievement scores. So far the results indicate the gains about balance the losses. Even if the returns were terribly good or terribly poor, it would be too early to evaluate the programs fairly. Achievement scores are meaningless at this point in the game.

Statistics are not the only guide, however. We can see what is going on, and what we see is not so good. Some classes are disorganized; students are disruptive; hallways are crowded, littered and defaced; team teaching is floundering; class cutting is prevalent; and learning is often not visable. The new methods have certainly not cured all the old problems, and they have created many new ones. It is possible this is a necessary stage in the drive for improvement. We have a long way to go, however, and intensive care must be continuously provided. More specifically, we recommend that the following areas receive immediate and significant attention:

Measure of Performance -- Means have to be devised to find out how well we are doing as individuals -- as principal learning facilitators, supervisors, elective teachers, teachers, paraprofessionals, students -- and what contribution to the educational system is expected of each of us. Each person must relate his service to a group -- the administrative staff, the team, the central office, the family, etc. Roles should be determined by considering the needs of students and the strengths and weaknesses of staff members. Roles should include leadership, materials production, curriculum planning, guidance and many other responsibilities. Lines of authority should be established. Louisville has not adequately distinguished its Indians and its chiefs. "Do your own thing" has meant, "You're not accountable to anybody for anything." Roles can be situational and can be tailored for individuals, but they must be defined. Communication between teachers and students, among teams, between teams, between teams and administration, between administration and central office, between school and community can be accounted for by the visable display of job responsibilities. The selection of team leaders in the secondary schools will be a significant first step in developing a measure of performance.

Training and Retraining of Teachers -- The Project has thrown anywhere between two and ten people together as a team and has asked them to make up their students' schedules; plan their teacher and elective teacher schedules; devise free time and planning time; arrange multiple grouping patterns; utilize paraprofessionals; interns and student teachers; redesign the entire curriculum; adjust to new classroom space; cope with a proliferation of suggestions, directives, evaluation reports, community expectations and demands; plan meetings; use meeting time effectively; tolerate delays in materials, equipment, space, and personnel; adjust to a new educational philosophy; and most important learn to accept new working relationships.

All of that now lies exposed like open heart surgery. Raw nerves and dysfunctional systems now need massive and personalized support, care, and love. Instead, we too often hear apathy, blame, and obstaclism. Instead of directly confronting a problem we hear, "They don't know how to do it," or They have been told over and over again," or "They know they have complete freedom to do it any way they want."

The Project proposes vast socio-technological change. There has not been adequate amounts and adequate balance of both the sociological and technical training required for this change. How to get along cannot be divorced from how to do things.

Supportive Personnel -- The central office instructional staff and the school elective teachers have been put in default positions. They may be vestiges of a discarded system. We must start at ground zero with these people. Begin by determining needs of the system and strengths of the supportive personnel. Asking them to function in their old roles or to "find how they can be useful" will invite uselessness, conflict, and frustration. It is also unclear how guidance counselors function as part of the administrative teams.

Long Term Planning -- The Project, like most organizational enterprises, is characterized by crisis orientation. There is too much dabbling with encounter sessions, consultant visits, STAR units, weekend workshops. Such efforts are intended to meet problems while the business runs as usual. It is time to find a way to shut the machinery down and to withdraw for comprehensive redesign and retooling.

The need for this overview is manifested by many inconsistencies in the project. How do we justify a goal of enjoyable education with paddling students who are late for school. How do we justify the segregation of "hyper-active" children with a goal of improving the self-concept. How do we justify the lack of student representation on curriculum committees and rules committees with the goal of self-directed learning? How do we justify the use of policemen, hall passes, and a pervasive attitude of fear with the goal of a trusting relationship with children? These questions are not answered by one-stop consultants. They need the serious and undisrupted attention of all interested parties in the education community. Could the exploration of the gaps between goals and practice be the school curriculum for several weeks--parents invited and welcome!?

Decision Making -- For a variety of reasons, educators in Louisville are not making decisions -- decisions about staff responsibilities, decisions about curricular priorities, decisions about community involvement. This lack of definitiveness is reflected everywhere in the system. A philosophy about decision making has to be established. Will decisions be made anarchistically, by vote, by consensus, by edict? Teams of teachers in planning sessions wander from one topic to another usually avoiding closure. There are decision making techniques and group maintenance techniques which the entire staff should see demonstrated in an actual or simulated setting.

Use of Paraprofessionals

No other time in the history of mankind has there been such an awareness of the need and usefulness of paraprofessionals. They have proven their worth in the social and scientific fields as well as in the educational world. The numbers of social work aides, psychiatric aides, dental assistants, nurses aides, headstart aides, teacher aides, etc. are increasing at a rapid speed. Studies have shown that teachers would rather give up part of their salary than to do without an aide that was previously a part of their educational team. Louisville, too, in its endeavor, has recognized the valid position of paraprofessionals in its schools.

To be effective, paraprofessionals have to be given the opportunity to use their skills to the greatest benefit for all -- teachers and students. In order to do this, it is of upmost importance for them to be involved in inservice training programs. These programs can be run by administrators, outside consultants, supervisors, PLF's, Counselors, and/or teachers themselves. Also, not unlike the inservice training for teachers, many of the workshop sessions can be conducted by community consultants.

Training programs for paraprofessionals should cover a wide range of categories -- educational and child psychology, child growth and development, tutoring skills, interpersonal skills, clerical skills, etc. Being adequately prepared to meet the needs of the job, will strengthen the paraprofessional's self-image so as to add to the total staff-team relationship within the family.

Recruitment

From the consultants' point of view, much was to be desired in terms of the visibility of significant numbers of "master" teachers -- teachers and administrators who knew "who," "what," and "why" they were and in what direction they were going. Perhaps this confusion was a lack of commitment to the project, a lack of personal skills, a lack of interpersonal skills, a lack of trust in the community, or whatever else the conditions may or may not have been. Nevertheless, in order to have a meaningful project, it necessarily requires personnel who give meaning to it. It requires people with a purpose, people who have found themselves and who are strong enough to take a stand.

It is our opinion that a thorough recruitment program should be enacted to obtain the best staff members in administrative and teaching roles.

The STAR Units

There are some serious questions to be raised against separating children for any reason; however, there are times when something must be done. One of the most sound arguments is that when you separate children, teachers no longer teach children but rather begin to teach to labels: hyperactive, slow learners, and emotionally disturbed, etc.

How can a child's environment be designed so that it really contributes to his sound development? Precisely what is the impact of the physical arrangements, the routines, the "atmosphere" that pervade a place where children live? How should a child's play life be arranged so that it is more than just a time-filler? How can overexcitement, frustration, and overstimulation be toned down to support the youngster's ability for self-control? How should opportunities for emotional expression through play and game activities be organized in order to promote personality growth?

The Louisville Public School System through the operation of the STAR unit is attempting to answer these vital questions. While there is a lot to be done the formulation of the STAR unit may very well be a first step in a long journey.

Community Involvement

We are slowly approaching the threshold of community involvement as a matter of principle. In a given community, the process may be extremely slow. Those fighting the school are often so involved in specifics of the heated, immediate struggle that they have not time to think about the larger issues. Moreover, frustrations and setbacks make it hard for many to realize that their efforts throughout the nation are already laying the basis for a much higher order of political evolution. Nonetheless, slowly across the nation the idea of community involvement is being elevated to something quite different from a specific demand; it is slowly reaching the level of a general political concept, particularly in the black community.

When one talks about community involvement, questions are always raised about who is asking to become involved--about making certain that the militants don't take over. The people of the minority communities can take care of their own militants. They really don't need anybody else to define for them who are militants, particularly not those who three or four years ago were calling Roy Wilkins a militant. People learn by their mistakes. The right to vote means that you can vote again in two or three years; if someone doesn't represent you, you can get rid of him. You don't need people from outside to make definitions and selections for you, unless, of course, they really feel you are not capable of making decisions for yourself.

Community Involvement

"Evidence of community and parental involvement is lacking, despite the good intentions of the staff and administration. There is no doubt that community involvement is a difficult question; yet the rewards of a program which involves students, staff, and community are great. Interns should be released to develop school-community relationships. The community coordinator in cooperation with the Central Office should write out his specific goals so that he can measure his achievement. Each team and PLF should be aware of these goals so that they can plan to use the community coordinator more effectively."

"The involvement and participation of parents and community personnel is of serious concern to us. We recommend that the (Project) would be immensely strengthened and enriched by the involvement of parents and community. Information about the programs should be disseminated. Hobby and interest centers manned by parents should be set up. Discussion groups of parents and students could be initiated. Home visits by members of the staff should be required." We must now take the community involvement carrot off the stick and satisfy some appetites.

Team/Instructional Skills

Consultants were unanimous in their call for increased teacher training in various methodologies. Though not necessarily prioritized or connected, the following comments reflect specific instructional inadequacies which can be corrected.

Staff Assignments

"Certainly continued attention to the building of team spirit and the development of effective working relationships is a matter of the highest priority. It is a task that can never be considered finished. It would appear to involve sharper definition of roles, clearer delineation of responsibilities in accordance with the variety of working and leadership styles represented in each group, improved ways to capitalize on the expertise and talents of individual team members, and unmistakable lines of authority within the spirit of cooperation and democratic decision-making that is already prevasive throughout the schools."

"We recommend that interns teach in accordance with the "Guidelines" (or that the existing guidelines be changed to correlate with their activities and responsibilities), and that paraprofessionals be paid for a "full-day" (including after-school planning time) in order that they can become full members of the teaching teams."

"Interns now have full responsibility for teaching. Coordinating teacher and other staff members are self-contained."

"Have you informed the principal of major changes in your team plans so that he or she is aware of what is happening in the school." Whose responsibility is this?

"Do you relate to the rest of the teams in your school?" Whose responsibility?

"Team teaching is a cooperative venture. Follow through on educational concepts that meet the needs of the children of all levels--ability grouping instruction, interest grouping, team student grouping and research grouping." Who provides this kind of input to the team?

"Lessen the load of interns; involve certified teachers more in the instructional process; assure that certified teachers are directing and supporting the development of intern lessons."

"No matter how neat, quiet, entertaining, chaotic, or busy daily student lessons appear, the question, 'Why are we teaching this?' must be asked. . . continuously. It is suggested that it is the responsibility of the professional teachers, probably the coordinating teachers, to ask and answer this question."

"Dwight Allen said, 'Decide who is in charge.' In many areas, and at many levels, there is a vagueness and confusion about who is in charge of what, when, etc."

Staff Planning and Self-Evaluation

"Our observations indicate that all members of the teams are working extremely hard. In some cases, the teams are working 100% of the time of an instructional day. Given the general student/teacher ratio of 10 to 1, we feel that to have all members working with children in class 100% of the time is an inefficient use of personnel. Inner city children are frequently found to be behind the national norm in reading and computation skills so the temptation is to employ all the manpower with the children all the time. In fact, we suggest that the teams might better facilitate the students' learning by providing the staff with free time during the instructional day to meet and plan curriculum and program innovations. Time could be spent on developing special programs, increasing parental involvement, evaluation of existing procedures, critiquing, individual modes of instruction, and plotting several team strategies (orchestration). Research, alone, requires time and energy, and teams could benefit from more research. We do feel strongly that the children of the Louisville system need to be served now. But we think they can be better served by each team providing release time so that the team members can meet and devise the strategies for improving and implementing instruction."

The Coleman report found that attitudes toward self and power to determine one's future influenced academic achievement far more than factors of class size, teacher qualification, or condition of school plants. Coleman concluded that "the extent to which an individual feels that he has some control over his destiny" appears to have a strange relationship to achievement than do all the school factors together.

Community involvement can be defined as giving minority parents access to the decision-making process in an area vitally affecting the lives of their children. The schools have simply not been responsive to the needs of minority children. By making the school accountable to their parents and thereby enfranchising their parents, not only can education be improved but, perhaps of equal importance, all minority Americans in urban ghettos can play significant roles in governing themselves by means of the ballot box.

It is community involvement, not only decentralization, which minority parents are seeking.

Today, too many young minority Americans leave school without the tools of learning, an interest in learning, or any idea of the relationship of learning to jobs. It is a mocking challenge that so many of our children are not being reached today by the very institution charged with the primary responsibility for teaching them. Many schools and school districts, handicapped by outmoded organization and lack of research and development money, are not providing the kind of education that produces rational, responsible, and effective citizens. We believe that the Louisville Public School System has committed itself to do something about those under the umbrella of its Focus and Impact programs.

Conclusion

Each year, substantial human effort goes into the production of educational change. Activities include endless numbers of speeches, workshops, institutes, symposia, articles and books, radio and television programs, films, videotapes, etc. The race to keep up with advances in knowledge and practice never ends.

In spite of all this activity, the gap between the present condition of educational institutions and where they should or could be is a formidable one. We recognize the desirability of individualizing instruction but our accomplishments in this aspect of education are not great. We want students to become independent learners but even candidates for doctoral degrees are inordinately dependent on others for direction. We believe in a wide range of instructional materials but the textbook predominates at all levels of instruction. Innovations which appear to be highly imaginative on paper often look like the "same old thing" when, presumably, they have been implemented.

The Louisville Public School System has literally grabbed the bull by the horns in its attempt to bring about some real educational change. The Louisville Public School System is probably the only public school system of its size in the country with the "guts" to even attempt educational changes of this magnitude. For this, the entire citizenery of the city of Louisville has cause to be proud.

APPENDIX C-1

Master Plan for Testing

Testing Target: Board of Education

Profile of a School

Nature	organizational climate on an open/closed continuum
Times of Administration	once during the academic year
Subjects	all Board members
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or teaching teams); all recipients of the annual evaluation report.

* *

Testing Target: Superintendent and Central Office Administration

Profile of a School

Nature	organizational climate
Times of Administration	once during the academic year
Subjects	all Central Office administrators
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or the teaching team); all recipients of the annual evaluation report

* *

Testing Target: Students

Profile of a School

Nature	student's perception of organizational climate on an "open/closed" continuum
Times of Administration	at the beginning and end of the academic year

Subjects	all students in certain project and matching schools
Information Target	Department of Organizational Development for monitoring; insturctional unit for monitoring, and this will include principal learning facilitators and teaching teams; all recipients of the annual evaluation report

Comprehensive Test of Basic Skills

Nature	achievement battery
Times of Administration	at the beginning and end of the academic year
Subjects	all grades other than the first and second in experimental and control schools
Information Target	pre-test scores for the Department of Organizational Development, the instructional unit, principal learning facilitators and teaching teams. Both pre and post-test scores for recipients of the annual evaluation report

APPENDIX C-2

Test Schedule -- Fall and Spring

TESTING SCHEDULE

Elementary (Grades 1 through 6):	Fall	Spring
CTBS (California Test of Basic Skills)	Sept. 14-18	April 21-30
Metropolitan Readiness--grade 2	Sept. 7-11	***********
ESPQ (Early School Personality Questionnaire)--grades 1 through 3	Sept. 28-30	May 7-14
CPQ (Children's Personality Questionnaire)--grades 4 through 6	Sept. 21-25	May 7-14
Secondary (Grades 7 through 12):		
CTBS (California Test of Basic Skills)	Oct. 5-9	May 3-7
HSPQ (High School Personality Questionnaire)	Sept. 7-18	May 7-14
Teachers:		
16 P-F (16 Personality Factor)	Sept. 28-29	May 17-21
PTO (Purdue Teacher Opinionaire)	Sept. 28-29	May 17-21

APPENDIX C-3a

Achievement Test Descriptions

CALIFORNIA ACHIEVEMENT TESTS

READING AND MATHEMATICS

Purpose:	To measure educational attainment and provide for analysis of learning difficulties.
Battery spans:	Grades 1.5 and 2
Skills Areas:	Reading-- Vocabulary (Word Skills and Words in Context) Comprehension
	Mathematics-- Concepts and Problems (Concepts and Problems) Computation

CALIFORNIA TESTS OF BASIC SKILLS

Purpose: To test skills in the areas of Reading, Language, Arithmetic, and Study Skills. Results of CTBS have value for both survey of individual and group performance in basic skills and analysis of learning.

Level 1: Grades 2.5, 3, and 4
Level 2: Grades 4, 5, and 6
Level 3: Grades 6, 7, and 8
Level 4: Grades 8, 9, 10, 11, and 12

Composition of CTBS Battery, Level 1

Reading Vocabulary
Reading Comprehension
Language Mechanics
Language Expression
Language Spelling

Arithmetic Computation
Arithmetic Concepts
Arithmetic Applications
Study Skills

Total Battery

Composition of CTBS Battery, Levels 2, 3, and 4

Reading Comprehension
Reading Vocabulary

Language Mechanics
Language Expression
Language Spelling

Arithmetic Computation
Arithmetic Concepts
Arithmetic Applications

Study Skills (Using Reference Materials)
Study Skills (Using Graphic Materials)

APPENDIX C-3b

Personality Test Descriptions

HIGH SCHOOL PERSONALITY QUESTIONNAIRE

Purpose: to give an objective analysis of the individual personality to supplement the teacher's personal evaluation; to assist in obtaining predictions of school achievement, vocational fitness, danger of delinquency, likilihood of leadership qualities, need for clinical help in avoiding neurotic conditions, et cetera.

Age Span: 12 through 18 years

FACTOR A: Reserved (detached, critical, aloof, stiff)
vs.
Warmhearted (outgoing, easygoing, participating)

FACTOR B: Less Intelligent (concrete-thinking, lower scholastic mental capacity)
vs.
More Intelligent (abstract-thinking, bright, higher scholastic mental capacity)

FACTOR C: Affected by Feelings (emotionally less stable, easily upset, changeable, lower ego strength)
vs.
Emotionally Stable (mature, faces reality, calm, higher ego strength)

FACTOR D: Undemonstrative (deliberate, inactive, stodgy, phlegmatic)
vs.
Excitable (impatient, demanding, overactive, unrestrained)

FACTOR E: Obedient (mild, easily led, accommodating, submissive)
vs.
Assertive (competitive, aggressive, stubborn, dominant)

FACTOR F: Sober (taciturn, serious)
vs.
Enthusiastic (heedless, happy-go-lucky)

FACTOR G: Disregards Rules (expedient, has weaker superego strength)
vs.
Conscientious (persistent, moralistic staid, has stronger superego strength)

FACTOR H: Shy (timid, threat-sensitive)
vs.
Adventurous ("thick-skinned", socially bold)

FACTOR I: Tough-Minded (rejects illusions)
vs.
Tender-Minded (sensitive, clinging, over-protected)

FACTOR J: Zestful (likes group action)
vs.
Circumspect Individualism (reflective, internally restrained)

FACTOR O: Self-Assured (placid, secure, complacent, untroubled)
vs.
Apprenhensive (self-reproaching, insecure, worrying, guilt prone)

FACTOR Q_2: Sociably Group-Dependent (a "joiner" and sound follower)
vs.
Self-Sufficient (prefers own decisions, resourceful)

FACTOR Q_3: Uncontrolled (lax, follows own urges, careless of social rules, has low integration)
vs.
Controlled (socially-precise, self-disciplined, compulsive, has high self-concept control)

FACTOR Q_4: Relaxed (tranquil, torpid, unfrustrated, composed)
vs.
Tense (driven, overwrought, frustrated, fretful)

16 PERSONALITY FACTOR QUESTIONNAIRE

Forms C and D

Purpose: to measure the total personality of a person with regard to factors such as emotional stability, dominance, timidity, shrewdness, intelligence, enthusiasm (surgenty), conservatism, nervous tension, neuroticism, morale, leadership, social adjustment, and vocational preference and success.

Age Span: 19 and over

FACTOR A: Aloof (schizothymia)
vs.
Warm, Outgoing (cyclothymia)

FACTOR B: Dull (low general ability)
vs.
Bright (intelligence)

FACTOR C: Emotional (general instability)
vs.
Mature (ego strength)

FACTOR D: Submissive (submission)
vs.
Dominant (dominance)

FACTOR E: Glum, Silent (desurgency)
vs.
Enthusiastic (surgency)

FACTOR F: Casual (weakness of character)
vs.
Conscientious (superego strength)

FACTOR G: Timid (withdrawn schizothymia)
vs.
Adventurous (adventurous cyclothymia)

Page 2--16 Personality Factor Questionnaire, forms C and D

FACTOR H: Tough (toughness)
vs.
Sensitive (sensitivity)

FACTOR I: Trustful (lack of paranoid tendency)
vs.
Suspecting (paranoid tendency)

FACTOR J: Conventional (practical concernedness)
vs.
Eccentric (bohemian unconcern)

FACTOR J: Simple (naive simplicity)
vs.
Sophisticated (sophistication)

FACTOR O: Confident (freedom from anxiety)
vs.
Insecure (anxious insecurity)

FACTOR Q_1: Conservative (conservatism)
vs.
Experimenting (radicalism)

FACTOR Q_2: Dependent (group dependence)
vs.
Self-sufficient (self-sufficiency)

FACTOR Q_3: Uncontrolled (poor self-sentiment)
vs.
Self-controlled (high self-sentiment)

FACTOR Q_4: Stable (relaxation)
vs.
Tense (somatic anxiety)

PURDUE TEACHER OPINIONAIRE

Purpose: to provide a measure of teacher morale by giving meaningful sub-scores which break morale down into some of its dimensions

Age Span: 18 and over

Factor 1: Teacher Rapport with Principal

Factor 2: Satisfaction with Teaching

Factor 3: Rapport Among Teachers

Factor 4: Teacher Salary

Factor 5: Teacher Load

Factor 6: Curriculum Issues

Factor 7: Teacher Status

Factor 8: Community Support of Education

Factor 9: School Facilities and Services

Factor 10: Community Pressures

APPENDIX C-4a

Achievement Test Results

(Grades 4, 6, 8 and 10 in
Reading and Arithmetic Computation)

TABLE I

RESULTS OF SPRING ACHIEVEMENT TESTING

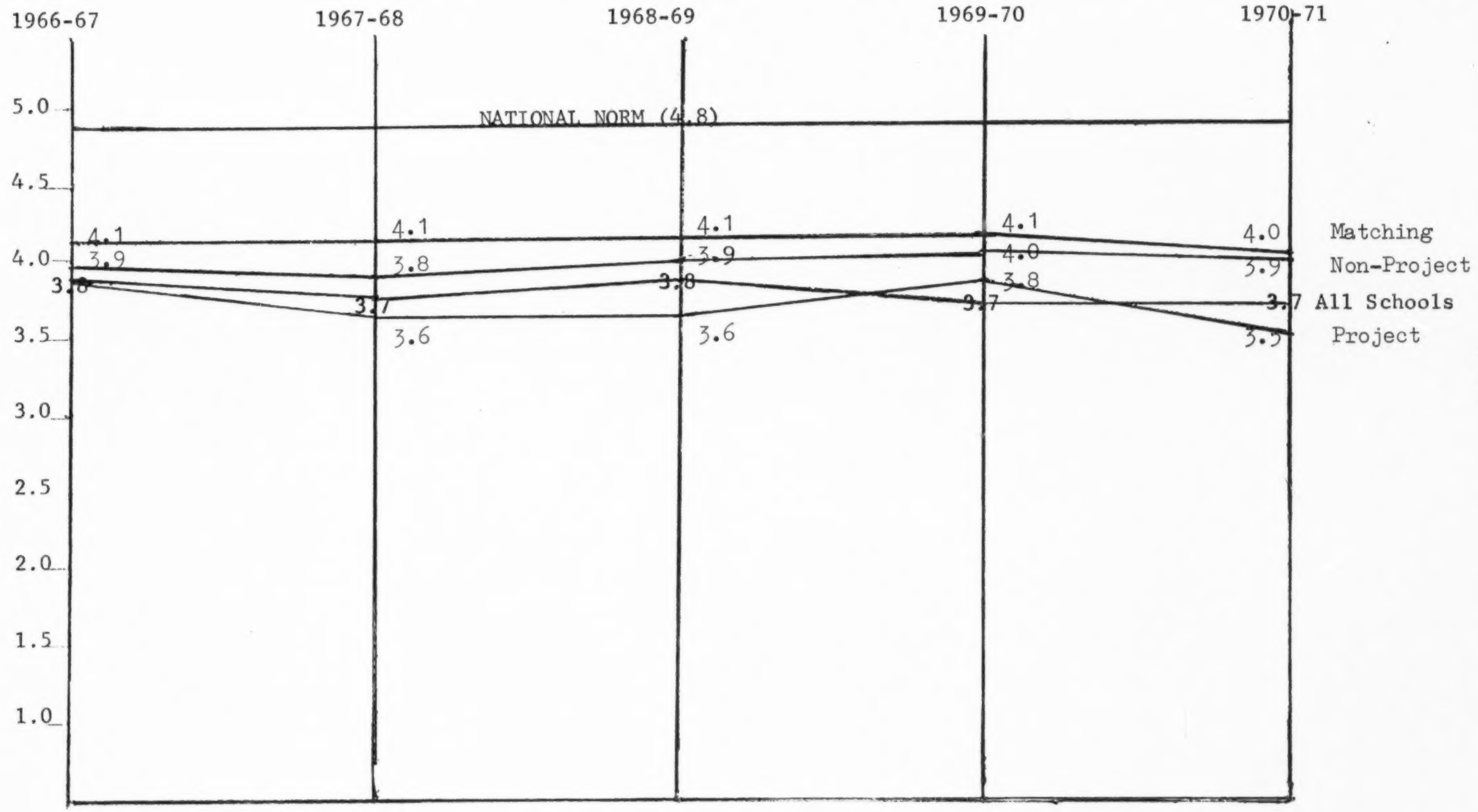
Median Grade Equivalents -- Grade 4 (Norm 4.8)

1966-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atkinson	4.0	3.6	3.8	4.1	4.1	3.6	-.5
Beechmont	5.1	4.7	4.3	4.6	4.6	5.1	+.5
Belknap	6.8	5.7	6.1	6.6	6.5	6.1	-.4
Bloom	5.3	5.1	4.5	5.8	5.9	4.9	-1.0
Brandeis	3.1	3.4	3.4	3.7	3.9	3.2	-.7
Breckinridge	4.2	4.2	4.0	4.6	4.5	4.0	-.5
Byck	3.5	3.3	3.5	3.3	3.3	3.3	-0-
Carmichael	3.5	3.4	3.3	2.9	2.7	3.2	+.5
Carter	3.8	3.8	4.4	3.7	3.3	3.6	+.3
Clark	4.9	4.5	4.9	5.4	5.3	5.2	-.1
Clay	3.4	3.5	3.6	3.4	3.4	3.4	-0-
Cochran	3.7	4.4	3.7	4.6	4.9	4.4	-.5
Coleridge-Taylor	3.6	4.2	4.0	3.7	3.7	3.6	-.1
Cotter	4.3	3.6	4.5	4.1	4.0	3.4	-.6
Dolfinger	3.4	3.6	3.2	3.0	2.9	3.3	+.4
Emerson	4.0	3.7	3.7	4.2	4.2	3.9	-.3
Engelhard	3.5	3.7	3.2	3.7	3.7	3.4	-.3
Field	6.1	7.2	6.1	6.4	6.5	6.1	-.4
Foster	3.6	3.6	4.0	3.4	3.4	3.8	+.4
Franklin	3.6	4.2	3.7	3.8	3.8	3.7	-.1
Frayser	4.2	4.2	4.3	4.4	4.4	4.2	-.2
Hazelwood	3.9	3.8	4.2	4.3	4.4	4.1	-.3
Heywood	4.4	4.2	3.9	3.5	3.2	4.1	+.9
Hill	3.4	3.2	3.9	3.0	---	---	---
Jacob	4.4	4.4	4.3	4.6	4.6	3.9	-.7
Johnston	3.7	4.0	3.6	4.1	4.2	3.9	-.3
Jones	3.6	3.2	3.3	3.3	3.2	2.9	-.3
Kennedy	3.3	3.0	3.4	3.0	2.9	3.4	+.5
King	---	---	3.7	3.4	3.3	3.3	-0-
Lincoln	3.8	3.5	4.0	4.0	4.0	3.8	-.2
Longfellow	5.1	4.9	4.3	5.4	5.5	6.6	+1.1
Lowell	4.0	4.2	4.4	4.5	4.6	4.5	-.1
Marshall	3.7	3.4	3.7	3.4	3.3	3.6	+.3
McFerran	3.8	3.8	3.9	3.3	3.1	3.4	+.3
Parkland	3.4	3.5	3.4	3.2	3.2	3.5	+.3
Perry	3.0	3.2	3.7	2.8	2.8	3.2	+.4
Portland	3.4	4.3	3.8	4.1	4.3	3.6	-.7
Roosevelt	3.9	3.4	3.3	3.2	3.0	3.2	+.2
Rutherford	5.1	4.5	4.7	5.4	5.5	4.7	-.8
Semple	4.5	4.7	4.5	5.1	5.3	4.8	-.5
Shawnee	4.3	3.8	4.4	3.9	4.3	3.7	-.6
Shelby	3.8	3.8	4.2	3.9	3.9	3.7	-.2
Southwick	3.4	3.1	3.4	3.0	2.9	3.2	+.3
Strother	3.4	3.7	3.3	3.3	3.3	3.0	-.3
Talbert	2.8	3.4	3.3	3.4	3.6	3.0	-.6
Tingley	3.8	3.8	4.0	3.4	3.3	3.9	+.6
Washington	3.6	3.5	3.7	3.7	3.7	3.6	-.1
Wheatley	3.4	3.3	3.4	3.5	3.5	3.1	-.4
System Total	3.8	3.7	3.8	3.7	3.6	3.7	+.1

READING - GRADE 4



Prepared by The Department of Research & Evaluation
July, 1971

EARLY SCHOOL PERSONALITY QUESTIONNAIRE

Purpose: To broaden the teacher's understanding of personality development needs in each child to give greater reliability to that understanding and to help interpret various aspects of the child's school adjustment, eg, discrepancies of ability and school achievement

Age Span: 6 to 8 years

FACTOR A: Reserved (detached, critical, cool)
vs.
Outgoing (warmhearted, easy-going, participating)

FACTOR B: Less Intelligent (concrete-thinking)
vs.
More Intelligent (abstract-thinking, bright)

FACTOR C: Affected by Feelings (emotionally less stable, easily upset, changeable)
vs.
Emotionally Stable (faces reality, calm)

FACTOR D: Phlegmatic (deliberate, inactive, stodgy)
vs.
Excitable (impatient, demanding, overactive)

FACTOR E: Obedient (mild, conforming, submissive)
vs.
Assertive (independent, aggressive, stubborn, dominant)

FACTOR F: Sober (prudent, serious, taciturn)
vs.
Happy-go-lucky (gay, enthusiastic, impulsively lively)

FACTOR G: Expedient (evades rules, feels few obligations, has weaker superego strength)
vs.
Conscientious (persevering, staid, rule-bound, has stronger superego)

Page 2--Early School Personality Questionnaire

FACTOR H: Shy (restrained, diffident, timid)
vs.
Venturesome (socially bold, uninhibited, spontaneous)

FACTOR I: Tough-minded (self-reliant, realistic, no-nonsense)
vs.
Tender-minded (dependent, overprotected, sensitive)

FACTOR J: Vigorous (goes readily with group, zestful, given to action)
vs.
Doubting (obstructive, individualistic, reflective, internally restrained, unwilling to act)

FACTOR N: Forthright (natural, artless, sentimental)
vs.
Shrewd (calculating, worldly, penetrating)

FACTOR O: Placid (secure, confident, untroubled)
vs.
Apprehensive (worrying, depressive, troubled, insecure)

FACTOR Q_4: Relaxed (tranquil, torpid, unfrustrated)
vs.
Tense (driven, overwrought, frustrated)

TABLE I

RESULTS OF SPRING ACHIEVEMENT TESTING

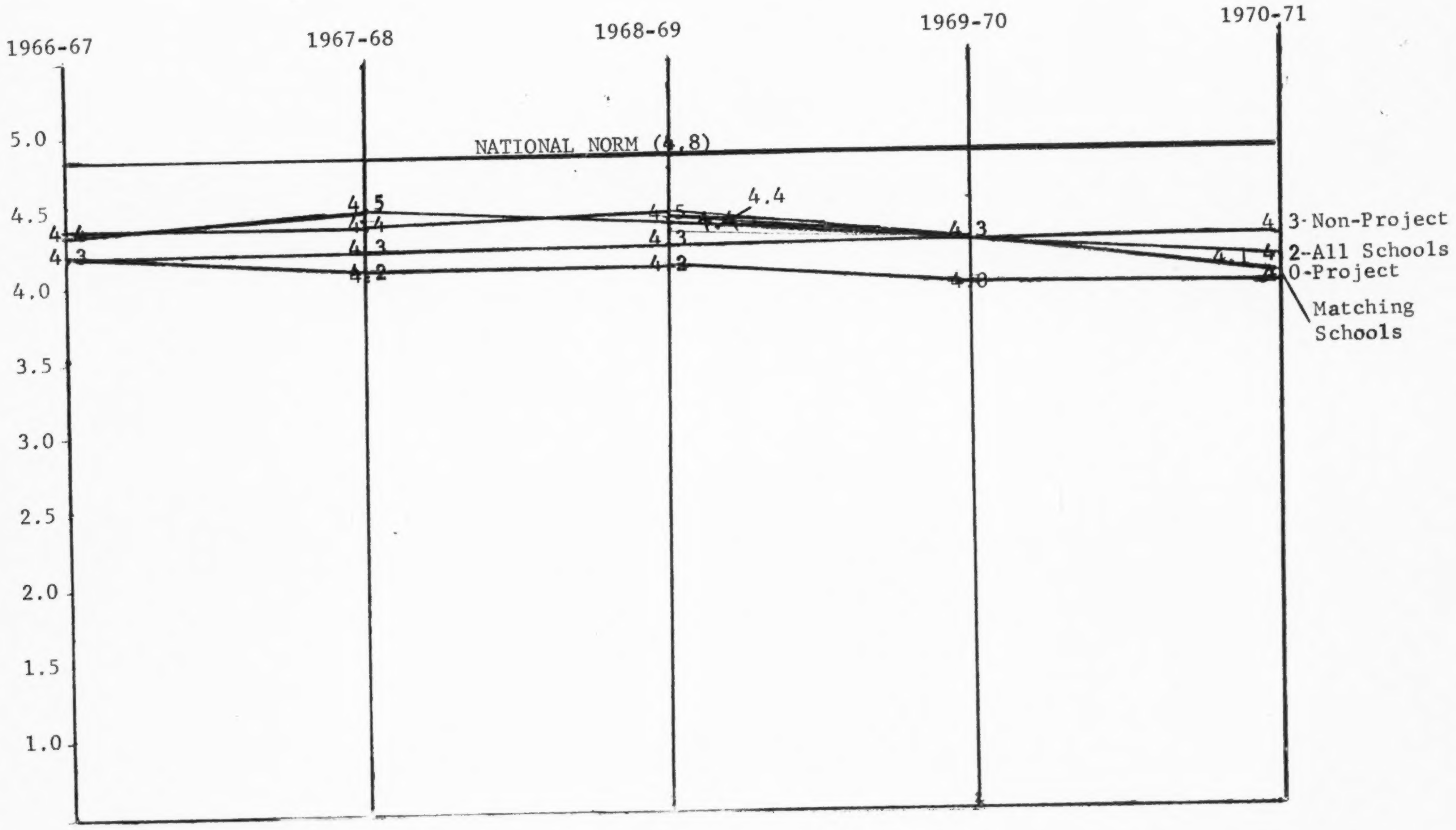
Median Grade Equivalents -- Grade 4 (Norm 4.8)

1966-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atkinson	4.7	4.7	4.6	4.5	4.4	4.2	-.2
Beechmont	5.3	5.4	4.3	4.0	3.6	4.9	+1.3
Belknap	6.0	5.8	5.8	5.5	5.5	5.4	-.1
Bloom	5.1	5.3	5.0	5.2	5.2	4.7	-.5
Brandeis	3.8	3.8	3.9	3.5	3.4	3.7	+.3
Breckinridge	4.9	4.3	4.5	4.7	4.6	4.6	-0-
Byck	4.1	4.0	4.0	3.8	3.7	3.6	-.1
Carmichael	4.0	4.0	4.0	3.4	3.2	3.8	+.6
Carter	3.9	4.0	4.5	4.3	4.4	3.9	-.5
Clark	4.8	4.9	5.0	5.5	5.7	5.2	-.5
Clay	4.0	4.2	4.4	3.5	3.7	4.4	+.7
Cochran	4.2	4.2	4.3	4.4	4.2	4.4	+.2
Coleridge-Taylor	4.6	4.3	4.0	4.2	4.1	4.1	-0-
Cotter	4.2	4.1	4.8	4.2	4.2	3.9	-.3
Dolfinger	3.7	4.1	4.0	4.0	4.1	3.7	-.4
Emerson	4.5	4.7	4.1	4.5	4.5	4.6	+.1
Engelhard	4.3	4.2	4.1	4.3	4.3	3.6	-.7
Field	5.1	5.8	5.3	5.5	5.6	5.4	-.2
Foster	4.4	4.2	4.6	3.9	3.8	4.1	+.3
Franklin	4.6	4.8	4.6	4.5	4.5	4.5	-0-
Frayser	4.4	4.5	4.7	4.8	4.8	4.7	-.1
Hazelwood	4.5	4.3	4.6	4.7	4.8	4.6	-.2
Heywood	5.1	5.1	4.8	4.3	4.0	4.2	+.2
Hill	4.2	4.3	4.8	4.4	---	---	---
Jacob	5.1	4.7	4.6	5.0	5.0	5.0	-0-
Johnston	4.1	4.2	4.4	4.0	4.0	4.6	+.6
Jones	4.3	4.0	3.9	3.5	3.2	3.6	+.4
Kennedy	3.4	3.7	3.9	3.4	3.4	3.8	+.4
King	---	---	4.1	3.8	3.7	3.7	-0-
Lincoln	4.5	4.4	4.8	4.8	4.7	4.3	-.4
Longfellow	4.9	4.6	4.3	6.0	6.4	5.6	-.8
Lowell	4.7	4.6	4.8	5.0	5.1	4.7	-.4
Marshall	5.0	4.6	4.6	3.9	3.6	3.9	+.3
McFerran	4.3	4.7	4.8	3.5	3.2	3.9	+.7
Parkland	4.0	4.0	4.1	4.0	4.0	3.8	-.2
Perry	3.8	3.6	4.2	3.4	3.3	3.3	-0-
Portland	4.1	4.5	4.5	4.7	4.5	3.9	-.6
Roosevelt	4.7	4.2	4.2	3.9	3.6	4.1	+.5
Rutherford	5.3	5.6	5.4	5.2	5.2	4.8	-.4
Semple	4.9	5.3	4.9	5.1	5.2	5.1	-.1
Shawnee	4.4	4.2	4.2	4.0	3.9	4.0	+.1
Shelby	4.8	4.7	5.1	4.5	4.4	4.1	-.3
Southwick	4.2	4.1	4.2	3.4	3.1	3.6	+.5
Strother	4.1	4.0	4.2	3.7	3.6	3.4	-.2
Talbert	3.9	4.1	3.7	4.1	4.0	3.3	-.7
Tingley	4.8	4.9	5.0	3.9	3.6	4.5	+.9
Washington	4.5	4.6	4.1	4.0	3.8	3.4	-.4
Wheatley	3.7	4.0	4.0	4.1	4.2	4.2	-0-
System Total	4.3	4.3	4.3	4.3	4.3	4.2	-.1

MATHEMATICS - GRADE 4



Prepared by The Department of Research & Evaluation
July, 1971

"Staff and team members will be more effective and efficient if in planning sessions

1) leadership is asserted,

2) time limits on discussions are agreed upon,

3) tasks are assigned to specific individuals with established dates for completion,

4) methods for coming to closure are set to end rambling discussions,

5) many tasks are decided in sub-groups,

6) meeting agendas are developed, perhaps a rotating responsibility"

"Team members are encouraged to observe effective teachers on their own team and on other teams." Scheduling must permit this.

"Sample lessons developed in teams become available for other teams."

Curriculum

"There is great confusion in our society today about the rights and responsibilities of individuals in gaining freedom over their own destinies. Teachers at...(School), as in many schools throughout the country, are debating about their roles in relation to the process by which children achieve maximum control over their own affairs. Some claim that there should be "complete freedom" for the kids; others claim that children must be taught how to manage their affairs; others seek some kind of balance... The problem is not so much in exerting too much control over students; rather, the problem is in not planning and setting up learning contexts and activities which will engage the students, stimulating and challenging them to make choices about how and what they want to learn. Children should be given the opportunity to make choices in the classroom. But. the choices should not be between the teaching and nothing."

"The expression 'Idleness is a devil's workshop,' is applicable to educational situations. Consequently, meaningful group participation, and supportive remediation are antidotes to chaos in the classroom."

Each consultant commented on the desire for increasing self-discipline through curriculum planning -- in-school planning which will accommodate the physical and psychic, movement and interaction, needs of children. The kind of self-direction desired is not brought either by abandoning all constraints or by severely clamping the lid down.

Talking about control and self-direction in class as curriculum, addressing the issue itself with students, is one way of getting at it. Integrating various subjects will tend to make lessons less abstract and more interesting to students. Studying interest topics--student and staff generated--will involve students more, and help their skills more, than simply practicing the skill itself in a workbook.

"We encourage more development and usage of curriculum which is based upon the interest, concern, feelings, and experiences of the children. Equally we support the use of effective curriculum, or curriculum which is geared toward the student gaining a greater understanding of self and self-identity. Books by such educators as Gerald Weinstein, Mario Fantini, Sidney B. Simon, Terry Booton, and George Brown would be helpful in giving the teachers a broader and closer understanding of this area of learning."

"It is extremely important that all teams continue to pursue a program of black history and culture - through bulletin boards, assemblies, curriculum units, small group discussions, films, visitors, and individual conversations - to enrich the general curriculum."

"More informal things for kids to do 'in between times,' more projects that carry over from one day to the next, more educational fun through games, group efforts, and student-to-student instruction might be worth expanding more vigorously."

"The degree to which curriculum content and procedures can be made ever more relevant to the interests and need of children will determine in large measure the seriousness of discipling problems and the extensiveness of an adversary relationship between faculty and students."

Learning Management

Most of the preceding discussion centered on things which teams of teachers should be concerned with. There are other areas which lie at the interfaces of learning management-teacher and administrator, team and team, classroom and library, school and central office, teacher and student, student and home-areas which also need attention. They are commented on in random sequence.

Central Office

The Central Office must spend time in Focus-Impact schools. "They should meet with teams, observe teams and generally make sure that each team has a clear idea of what is expected of them by the Central Office. They might assist each team to develop their own concept of terms 'such as open classroom and team teaching.' The Instructional Materials Center might be even more useful than it is by sending it out to schools on a rotating or 'on demand' basis. A Teacher Directory should be drawn together listing the special talents, hobbies and interests of all individuals in the schools."

Principal Learning Facilitator

The PLF is in a difficult position. He has been asked to involve himself more directly in the learning process while staff and community still see him in the traditional principal role. Facilitator does not necessarily connote, "I am here when you need me." It also means actively getting out in front and

MASTER PLAN FOR TESTING AND DISSEMINATION

Testing Target: Teachers

Purdue Teacher Opinionnaire (PTO)

Nature	teaching morale index
Times of Administration	beginning and end of academic year
Subjects	all personnel in project and matching schools
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or teaching team); all recipients of the annual evaluation

16 Personality Factor (16 P-F)

Nature	personality inventory
Times of Administration	beginning and end of academic year for project and matching schools
Subjects	all personnel in project and matching schools
Information Target	all recipients of the annual evaluation

Profile of a School

Nature	organizational climate
Times of Administration	beginning and end of academic year
Subjects	all personnel in project and matching schools
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or teaching teams); all recipients of annual evaluation

Structured Interviews

Nature	to be determined
Times of Administration	three or four intervals during the academic year
Subjects	approximately 30% stratified random sample of personnel on teaching teams, stratified according to teaching classification
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or teaching teams)

* *

Testing Target: Principal Learning Facilitators

16 Personality Factor (16 P-F)

Nature	personality inventory
Times of Administration	beginning and end of the academic year
Subjects	all principal learning facilitators and principals in matching schools
Information Target	all recipients of the annual evaluation report

Profile of a School

Nature	measure of the extent to which the principal is "open" or "closed" in his administrative practices
Times of Administration	at the beginning and end of the academic year to the project and matching school principals
Subjects	all principal learning facilitators and all principals in matching schools
Information Target	Department of Organizational Development for monitoring; instructional unit for monitoring (may include principal learning facilitators and/or teaching teams); all recipients of the annual evaluation report.

CHILDREN'S PERSONALITY QUESTIONNAIRE

Purpose: to broaden a teacher's understanding of the need for personality development in each child, to give greater reliability to that understanding, and to interpret various aspects of the child's school adjustment

Age Span: 8 through 12 years

FACTOR A: Reserved (detached, critical, cool)
vs.
Warmhearted (outgoing, participating, easygoing)

FACTOR B: Less Intelligent (concrete-thinking, lower scholastic mental capacity)
vs.
More Intelligent (abstract-thinking, bright, higher scholastic mental capacity)

FACTOR C: Affected by Feelings (emotionally less stable, easily upset, changeable, lower ego strength)
vs.
Emotionally Stable (faces reality, calm, higher ego strength)

FACTOR D: Phlegmatic (deliberate, inactive, stodgy)
vs.
Excitable (impatient, demanding, overactive)

FACTOR E: Obedient (mild, conforming, submissive)
vs.
Assertive (independent, aggressive, stubborn, dominant)

FACTOR F: Sober (predent, serious, taciturn)
vs.
Happy-go-lucky (impulsively livel, gay, enthusiastic, heedless)

FACTOR G: Expedient (disregards rules, undependable, by-passes obligations, weaker superego strength)
vs.
Conscientious (persevering, staid, rule-bound, stronger superego strength)

FACTOR H: Shy (restrained, diffident, timid)
vs.
Venturesome (socially bold, uninhibited, spontaneous)

TABLE I-A

RESULTS OF SPRING ACHIEVEMENT TESTING

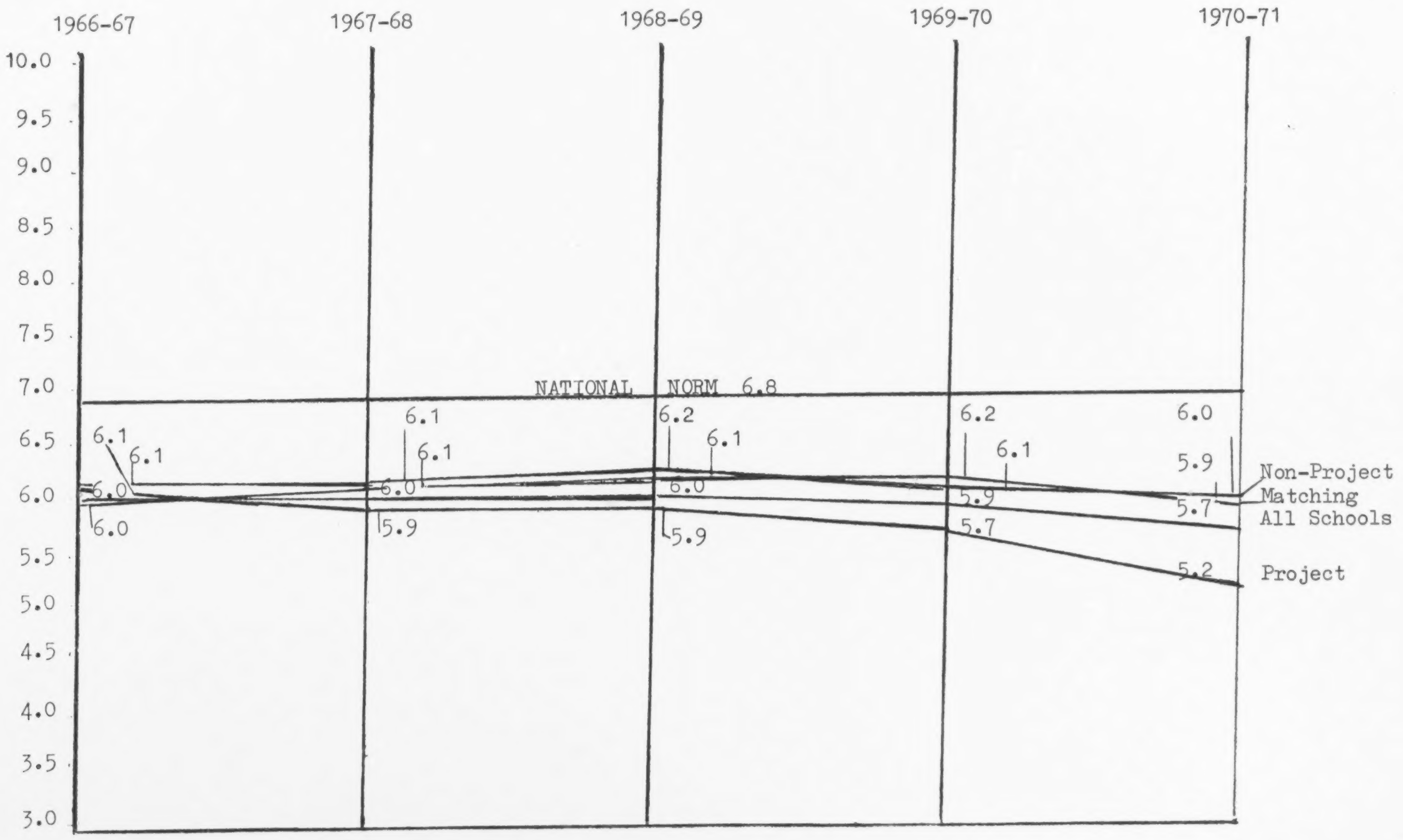
Median Grade Equivalents -- Grade 6 (Norm 6.8)

1966-67 to 1968-69 -- Metropolitan Achievement Test
1969-70 and 1970-71 -- California Test of Basic Skills

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atkinson	5.8	5.8	5.8	5.6	5.6	6.1	+.5
Beechmont	6.6	6.1	7.0	6.1	6.0	6.9	+.9
Belknap	7.6	7.9	8.1	9.1	9.6	8.3	-1.3
Bloom	7.3	7.0	6.5	6.6	6.4	7.0	+.6
Brandeis	5.8	5.5	5.7	4.9	4.6	4.9	+.3
Breckinridge	6.5	6.0	6.2	6.1	6.0	6.2	+.2
Byck	5.4	5.6	5.4	5.3	5.3	5.0	-.3
Carmichael	5.9	5.5	5.4	5.2	4.9	5.0	+.1
Carter	5.9	6.0	6.2	5.4	5.2	5.1	-.1
Clark	6.6	6.6	6.2	7.6	7.9	7.1	-.8
Clay	5.9	5.7	6.2	5.6	5.5	5.2	-.3
Cochran	6.3	6.6	5.9	6.1	6.0	6.1	+.1
Coleridge-Taylor	5.5	5.5	5.9	5.4	5.4	5.2	-.2
Cotter	6.0	5.5	5.9	5.0	4.7	4.5	-.2
Dolfinger	5.9	5.8	5.9	5.7	5.7	4.7	-1.0
Emerson	5.9	5.9	5.4	6.1	6.1	6.0	-.1
Engelhard	6.6	6.0	6.6	5.9	5.7	4.7	-1.0
Field	7.3	7.7	7.7	8.6	8.8	7.7	-1.1
Foster	6.3	6.2	6.5	6.4	6.6	6.6	-0-
Franklin	6.2	6.1	6.7	6.4	6.3	6.6	+.3
Frayser	6.5	6.0	6.7	6.6	6.6	6.5	-.1
Hazelwood	6.2	6.0	6.2	6.1	6.1	6.6	+.5
Heywood	6.8	7.3	6.7	7.1	6.9	6.5	-.4
Hill	5.5	---	---	---	---	---	---
Jacob	6.8	6.5	6.6	7.1	7.0	6.5	-.5
Johnston	5.9	5.8	6.0	6.6	6.8	5.7	+1.1
Kennedy	5.7	5.6	5.2	4.8	4.6	4.1	-.5
King	---	---	5.6	6.1	6.6	5.3	-.7
Lincoln	6.0	6.2	6.0	6.1	6.1	5.8	-.3
Longfellow	7.6	7.6	7.3	8.1	8.2	7.7	-.5
Lowell	6.2	7.0	6.3	6.4	6.4	6.4	-0-
Marshall	6.1	6.1	5.9	6.1	6.1	4.8	-1.3
McFerran	6.1	6.2	6.1	6.6	6.8	5.9	-.9
Parkland	5.5	5.7	5.6	5.4	5.4	5.0	-.4
Perry	5.2	5.1	5.1	4.3	4.0	4.7	+.7
Portland	5.4	5.8	6.2	6.1	6.1	6.2	-.1
Roosevelt	5.7	5.6	5.8	5.3	5.1	5.4	-.3
Rutherford	6.6	6.8	6.5	7.1	7.3	6.5	-.8
Semple	6.6	6.8	7.2	7.1	7.3	7.3	-0-
Shawnee	5.8	5.7	5.5	5.3	5.1	5.5	-.4
Shebly	6.1	6.2	6.6	6.1	6.1	6.4	+.3
Southwick	5.5	5.4	5.9	5.2	5.1	5.4	+.3
Strother	5.8	6.6	6.7	6.6	6.8	5.5	-1.3
Talbert	5.4	5.3	5.7	5.3	5.3	4.4	-.9
Tingley	6.7	6.0	6.5	5.9	5.7	4.4	-1.3
Washington	6.0	5.9	5.6	5.4	5.2	4.8	-.4
Wheatley	6.0	5.8	5.8	5.7	5.6	5.4	-.2
System Total	6.0	6.0	6.0	5.9	5.9	5.7	-.2

ARITHMETIC -- Grade 6



Department of Research and Evaluation
July, 1971

TABLE II

RESULTS OF SPRING ACHIEVEMENT TESTING

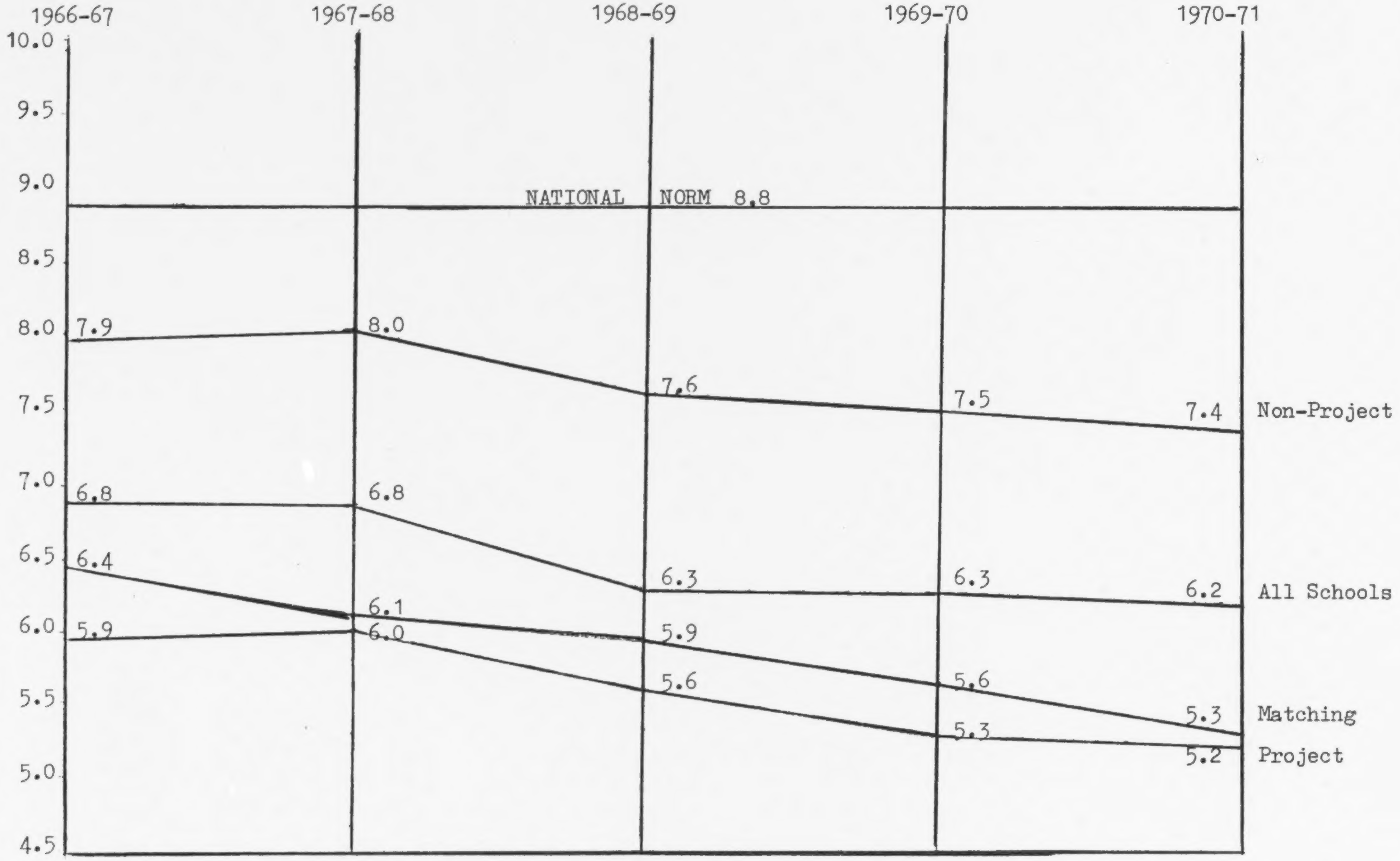
Median Grade Equivalents -- Grade 8 (Norm 8.6)

1966-67 to 1969-70 -- Metropolitan Achievement Test (Advanced BM)
1970-71 -- California Test of Basic Skills

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Barret	8.5	9.2	9.7	8.7	8.5	7.7	-.8
DuValle	5.1	5.5	5.1	5.1	5.1	5.1	0
Gottschalk	8.0	8.3	7.7	7.7	7.6	7.2	-.4
Highland	9.9	9.7	9.2	9.2	9.0	8.9	-.9
Manly	6.3	6.6	5.3	5.7	5.5	---	---
Manual	7.1	7.1	6.6	6.6	6.5	6.4	-.1
Meyzeek	5.3	5.3	5.5	5.1	5.1	5.3	+.2
Parkland	6.8	6.3	5.7	5.1	4.5	4.6	+.1
Russell	5.5	5.3	5.3	5.3	5.3	5.1	-.2
Shawnee	6.6	6.6	6.0	5.7	5.4	5.6	+.2
Southern	8.3	7.7	7.3	7.3	7.0	7.1	+.1
Western	6.6	6.3	5.7	5.7	5.4	5.7	+.3
Woerner	6.6	6.3	6.3	5.5	5.1	5.8	+.7
System Total	6.8	6.8	6.3	6.3	6.1	6.2	+.1

READING -- Grade 8



Department of Research and Evaluation
July, 1971

FIGURE II

1970-71 CPQ Test Results

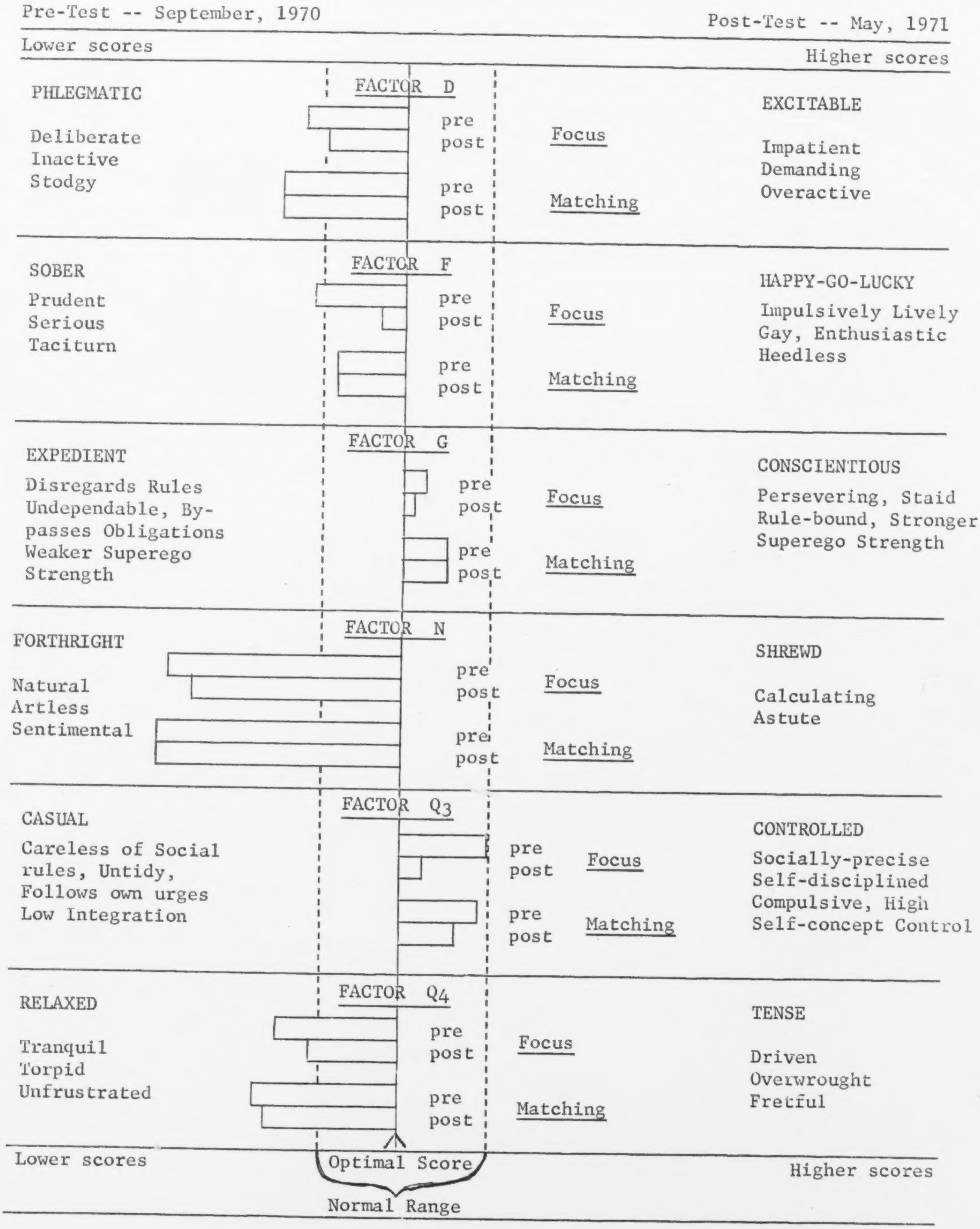
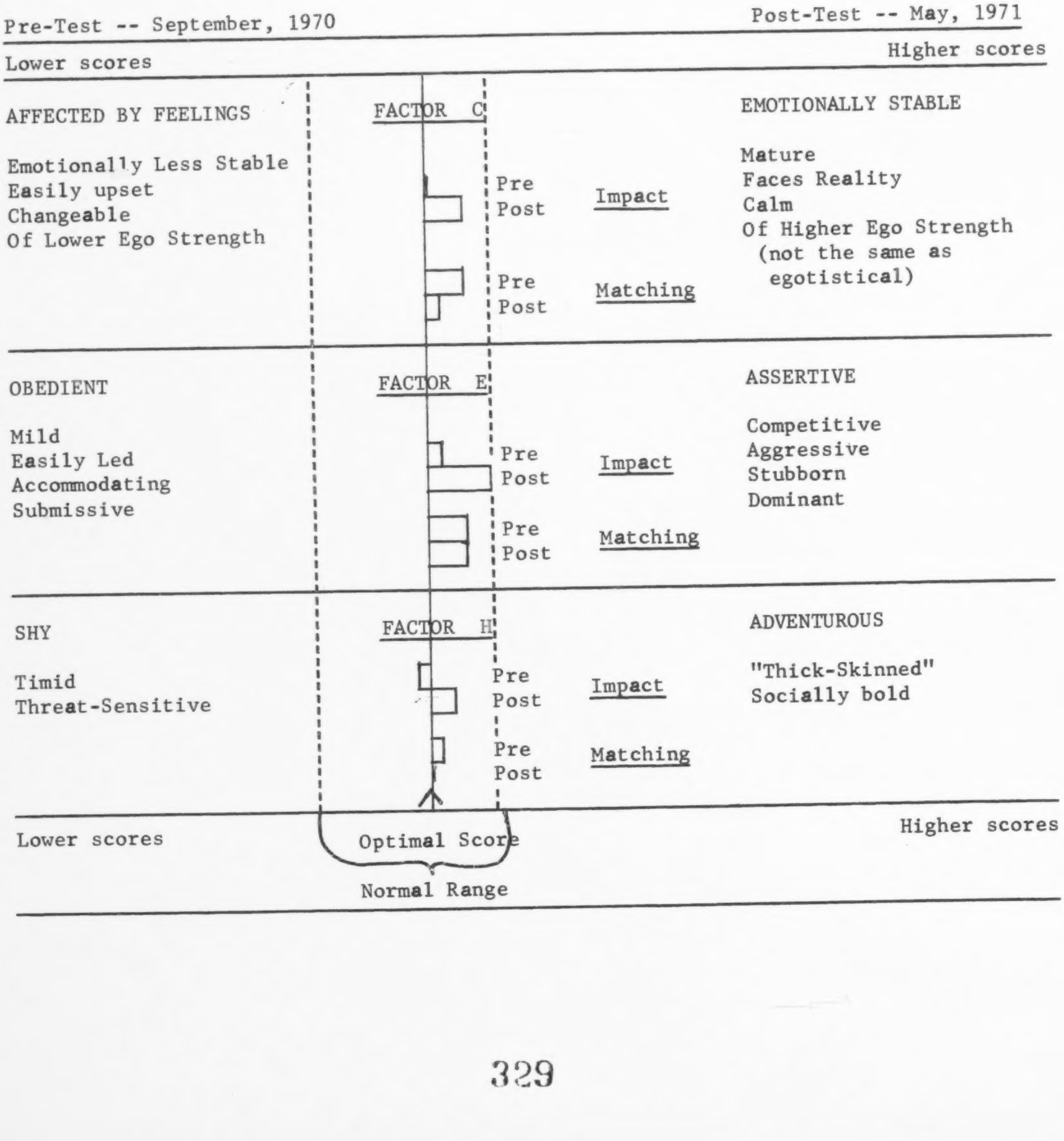


FIGURE III

1970-71 HSPQ Test Results

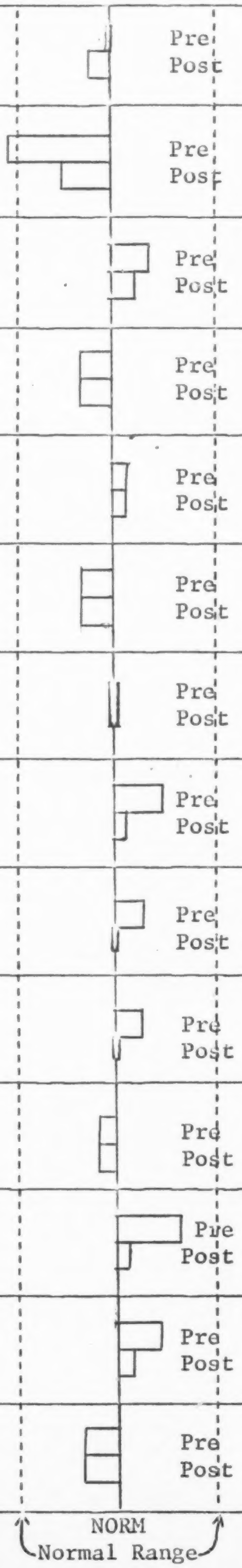
(Senior High Level)



DUVALLE JUNIOR HIGH SCHOOL
1970-71 HSPQ Test Results

FIGURE IVa

	Factor Description	Factor Description
A	RESERVED, detached, critical, aloof, stiff	WARMHEARTED, outgoing, easy-going, participating
B	LESS INTELLIGENT, concrete-thinking	MORE INTELLIGENT, abstract-thinking
C	AFFECTED BY FEELINGS easily upset, changeable	EMOTIONALLY STABLE calm, faces reality
D	UNDEMONSTRATIVE deliberate, inactive	EXCITABLE, impatient, demanding, overactive
E	OBEDIENT, mild, easily led accommodating, submissive	ASSERTIVE, competitive, aggressive, stubborn
F	SOBER, Taciturn, serious	ENTHUSIASTIC, heedless, happy-go-lucky
G	DISREGARDS RULES expedient	CONSCIENTIOUS, staid, moralistic, persistent
H	SHY, Timid, sensitive	ADVENTUROUS, "thick-skinned", socially bold
I	TOUGH-MINDED, rejects illusions	TENDER-MINDED, sensitive, clinging, over-protected
J	ZESTFUL, Likes group action	CIRCUMSPECT INDIVIDUALISM, internally restrained
O	SELF-ASSURED, Placid, secure complacent, untroubled	APPREHENSIVE, insecure, worrying, guilt prone
Q_2	SOCIABLY GROUP-DEPENDENT a "joiner" and sound follower	SELF-SUFFICIENT, prefers own decisions, resourceful
Q_3	UNCONTROLLED, lax, follows own urges,	CONTROLLED, socially-precise, self-disciplined, compulsive
Q_4	RELAXED, tranquil, torpid, unfrustrated, composed	TENSE, driven overwrought, frustrated, fretful

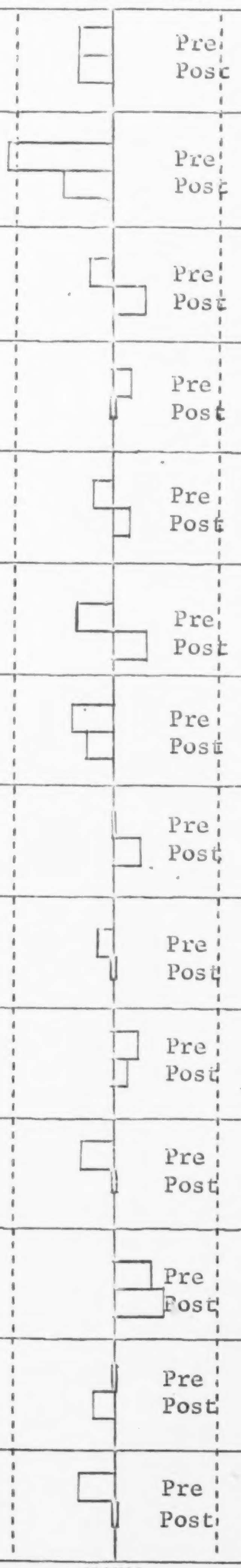


Lower scores

Higher scores

PARKLAND JUNIOR HIGH SCHOOL
1970-71 HSPQ Test Results

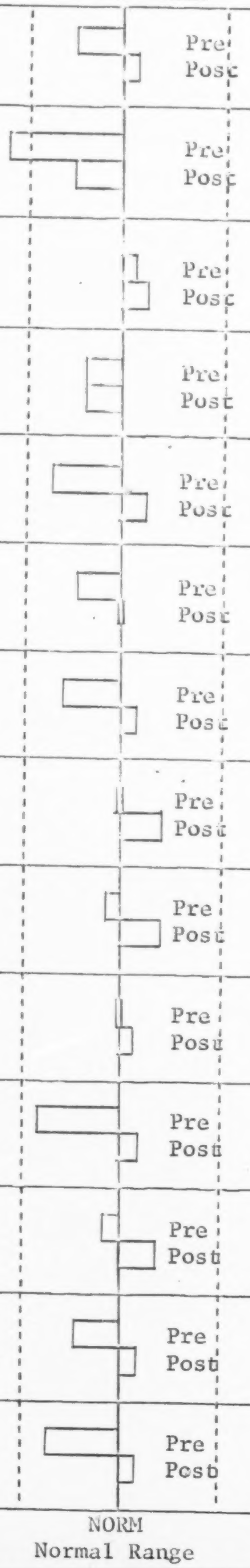
FIGURE IVb



	Factor Description	Factor Description
A	RESERVED, detached, critical, aloof, stiff	WARMHEARTED, outgoing, easy-going, participating
B	LESS INTELLIGENT, concrete-thinking	MORE INTELLIGENT, abstract-thinking
C	AFFECTED BY FEELINGS easily upset, changeable	EMOTIONALLY STABLE calm, faces reality
D	UNDEMONSTRATIVE deliberate, inactive	EXCITABLE, impatient, demanding, overactive
E	OBEDIENT, mild, easily led accommodating, submissive	ASSERTIVE, competitive, aggressive, stubborn
F	SOBER, Taciturn, serious	ENTHUSIASTIC, heedless, happy-go-lucky
G	DISREGARDS RULES expedient	CONSCIENTIOUS, staid, moralistic, persistent
H	SHY, Timid, sensitive	ADVENTUROUS, "thick-skinned", socially bold
I	TOUGH-MINDED, rejects illusions	TENDER-MINDED, sensitive, clinging, over-protected
J	ZESTFUL, Likes group action	CIRCUMSPECT INDIVIDUALISM, internally restrained
O	SELF-ASSURED, Placid, secure complacent, untroubled	APPREHENSIVE, insecure, worrying, guilt prone
Q_2	SOCIABLY GROUP-DEPENDENT a "joiner" and sound follower	SELF-SUFFICIENT, prefers own decisions, resourceful
Q_3	UNCONTROLLED, lax, follows own urges,	CONTROLLED, socially-precise, self-disciplined, compulsive
Q_4	RELAXED, tranquil, torpid, unfrustrated, composed	TENSE, driven overwrought, frustrated, fretful

RUSSELL JUNIOR HIGH SCHOOL
1970-71 HSPQ Test Results

FIGURE IVc



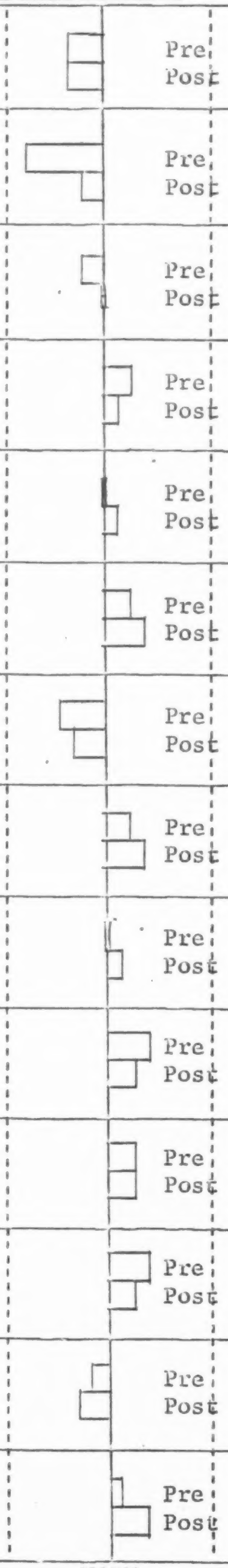
	Factor Description	Factor Description
A	RESERVED, detached, critical, aloof, stiff	WARMHEARTED, outgoing, easy-going, participating
B	LESS INTELLIGENT, concrete-thinking	MORE INTELLIGENT, abstract-thinking
C	AFFECTED BY FEELINGS easily upset, changeable	EMOTIONALLY STABLE calm, faces reality
D	UNDEMONSTRATIVE deliberate, inactive	EXCITABLE, impatient, demanding, overactive
E	OBEDIENT, mild, easily led accommodating, submissive	ASSERTIVE, competitive, aggressive, stubborn
F	SOBER, Taciturn, serious	ENTHUSIASTIC, heedless, happy-go-lucky
G	DISREGARDS RULES expedient	CONSCIENTIOUS, staid, moralistic, persistent
H	SHY, Timid, sensitive	ADVENTUROUS, "thick-skinned", socially bold
I	TOUGH-MINDED, rejects illusions	TENDER-MINDED, sensitive, clinging, over-protected
J	ZESTFUL, Likes group action	CIRCUMSPECT INDIVIDUALISM, internally restrained
O	SELF-ASSURED, Placid, secure complacent, untroubled	APPREHENSIVE, insecure, worrying, guilt prone
Q_2	SOCIABLY GROUP-DEPENDENT a "joiner" and sound follower	SELF-SUFFICIENT, prefers own decisions, resourceful
Q_3	UNCONTROLLED, lax, follows own urges,	CONTROLLED, socially-precise, self-disciplined, compulsive
Q_4	RELAXED, tranquil, torpid, unfrustrated, composed	TENSE, driven overwrought, frustrated, fretful

Lower scores

Higher scores

SHAWNEE JUNIOR HIGH SCHOOL
1970-71 HSPQ Test Results

FIGURE IVd



	Factor Description	Factor Description
A	RESERVED, detached, critical, aloof, stiff	WARMHEARTED, outgoing, easy-going, participating
B	LESS INTELLIGENT, concrete-thinking	MORE INTELLIGENT, abstract-thinking
C	AFFECTED BY FEELINGS easily upset, changeable	EMOTIONALLY STABLE calm, faces reality
D	UNDEMONSTRATIVE deliberate, inactive	EXCITABLE, impatient, demanding, overactive
E	OBEDIENT, mild, easily led accommodating, submissive	ASSERTIVE, competitive, aggressive, stubborn
F	SOBER, Taciturn, serious	ENTHUSIASTIC, heedless, happy-go-lucky
G	DISREGARDS RULES expedient	CONSCIENTIOUS, staid, moralistic, persistent
H	SHY, Timid, sensitive	ADVENTUROUS, "thick-skinned", socially bold
I	TOUGH-MINDED, rejects illusions	TENDER-MINDED, sensitive, clinging, over-protected
J	ZESTFUL, Likes group action	CIRCUMSPECT INDIVIDUALISM, internally restrained
O	SELF-ASSURED, Placid, secure complacent, untroubled	APPREHENSIVE, insecure, worrying, guilt prone
Q_2	SOCIABLY GROUP-DEPENDENT a "joiner" and sound follower	SELF-SUFFICIENT, prefers own decisions, resourceful
Q_3	UNCONTROLLED, lax, follows own urges,	CONTROLLED, socially-precise, self-disciplined, compulsive
Q_4	RELAXED, tranquil, torpid, unfrustrated, composed	TENSE, driven overwrought, frustrated, fretful

Lower scores

NORM
Normal Range

Higher scores

TABLE I

Project Focus

16 P-F Teacher Personality Data

Experimental Versus Control
Pre-Test to Post-Test Comparisons

	PRE-TEST		POST-TEST	
Variables	Exp	Cont	Exp	Cont
A -- Reserved to Outgoing	6.86	6.94	6.78	6.90
B -- Intelligence -- Low to High	5.46**	3.96	5.92	5.67
C -- Easily Upset to Calm	5.62	5.59	5.80	6.15
E -- Humble to Assertive	6.10	5.75	6.18	5.70
F -- Sober to Happy-go-Lucky	4.63	4.47	4.71	4.48
G -- Expedient to Conscientious	5.70	6.05**	5.18	6.20**
H -- Shy to Venturesome	5.81	5.63	5.97	5.83
I -- Realistic to Sensitive	7.43	7.19	7.53	7.54
L -- Trusting to Suspicious	5.09	4.93	4.93	4.54
M -- Practical to Imaginative	6.50**	5.69	6.53**	5.49
N -- Forthright to Shrewd	4.61	4.33	4.43	4.58
O -- Self-Assured to Apprehensive	6.40	5.92	5.64	5.64
Q_1 -- Conservative to Experimenting	7.43*	6.83	7.26	6.74

	PRE-TEST		POST-TEST	
Variables	Exp	Cont	Exp	Cont
Q_2 -- Group Dependent to Self-Sufficient	2.63	2.66	2.61	2.64
Q_3 -- Undisciplined to Controlled	6.79*	6.35	6.84	6.90**
Q_4 -- Relaxed to Tense	5.69**	4.92	5.42	5.13

Exp = Experimental
Cont = Control

* = shows significant difference at .05 level of confidence
** = shows significant difference at .01 level of confidence

TABLE III

RESULTS OF SPRING ACHIEVEMENT TESTING

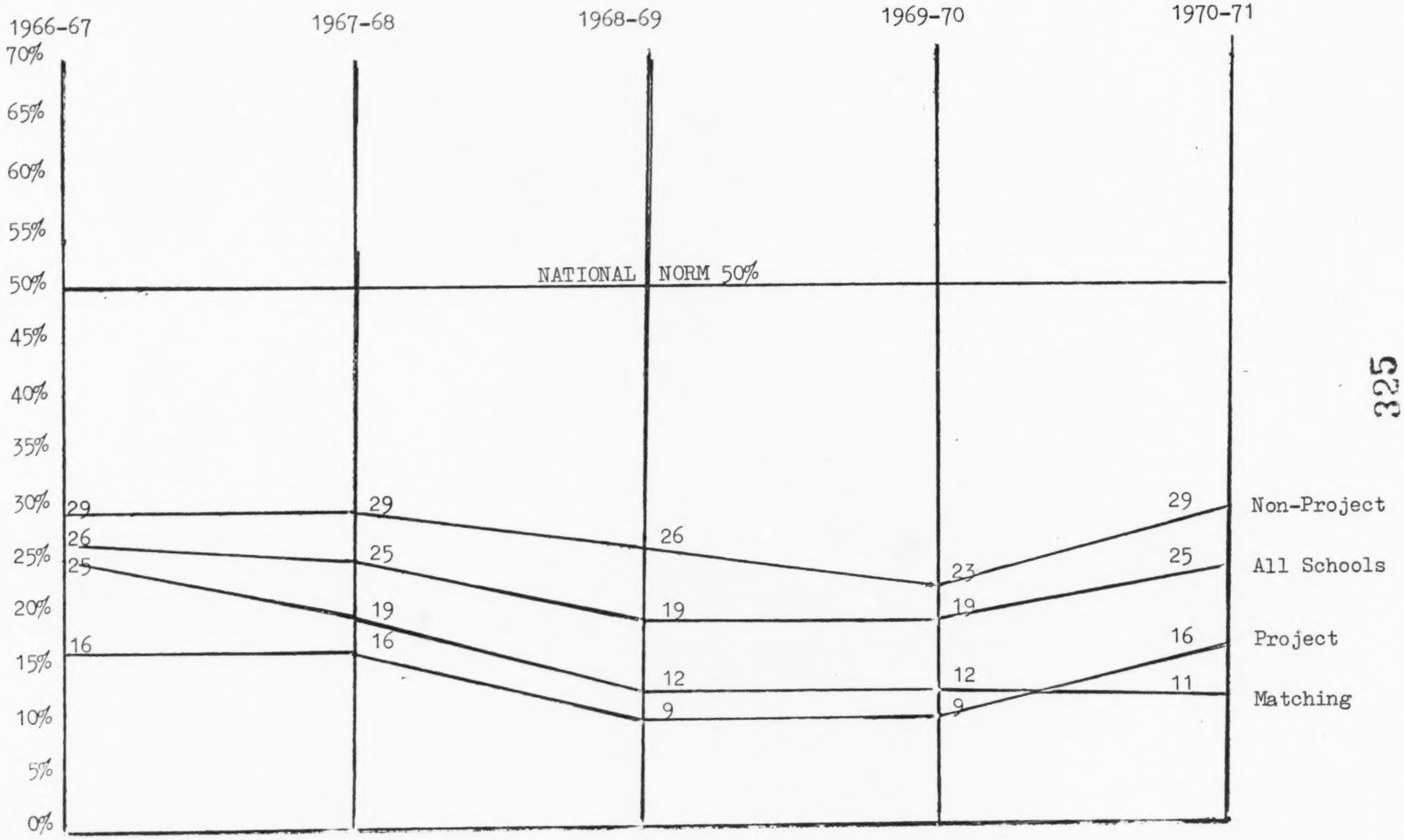
Percentile Ranks -- Grade 10 (Norm 50%)

1966-67 to 1969-70 -- Metropolitan Achievement Test (High School Battery)
1970-71 -- California Test of Basic Skills

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atherton	60	57	60	57	56	53	- 3
Ahrens	19	16	16	12	10	22	+12
Central	5	9	5	5	5	9	+ 4
Iroquois	41	46	41	41	41	40	- 1
Male	25	19	12	12	8	11	+ 3
Manual	29	25	19	16	12	21	+ 9
Shawnee	16	16	9	9	7	16	+ 9
System Total	26	25	19	19	17	25	+ 8

ARITHMETIC -- Grade 10



Department of Research and Evaluation
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TABLE II

Project Focus

16 P-F Teacher Personality Data

Role Comparison of Pre-Test Data

Variables	Teachers	TCI	Para
A -- Reserved to Outgoing	6.45	6.11	5.97
B -- Intelligence -- Low to High	5.39	6.16**	3.56
C -- Easily Upset to Calm	5.25	5.04	4.94
E -- Humble to Assertive	5.92	6.25	5.72
F -- Sober to Happy-go-Lucky	5.04*	4.09	4.32
G -- Expedient to Conscientious	5.90**	4.18	5.86
H -- Shy to Venturesome	6.08	5.29	5.12
I -- Realistic to Sensitive	7.05	7.45*	6.46
L -- Trusting to Suspicious	5.21	5.11	4.78
M -- Practical to Imaginative	6.02	7.15**	5.84
N -- Forthright to Shrewd	4.68	3.98	5.27**
O -- Self-Assured to Apprehensive	5.90	6.40	5.78
Q_1 -- Conservative to Experimenting	7.07	6.95	6.60
Q_2 -- Group Dependent to Self-Sufficient	2.32	2.78	2.67
Q_3 -- Undisciplined to Controlled	6.73	5.73	6.87**
Q_4 -- Relaxed to Tense	5.51	5.60	5.46

Teachers = Certified Teachers
TCI = Teacher Corps Interns
Para = Paraprofessionals

* = indicates significance at .05 level of confidence
** = indicates significance at .01 level of confidence

TABLE III

Project Focus
16 P-F Teacher Personality Data
Role Comparison of Post-Test Data

Variables			Teachers	TCI	Para
A	--	Reserved to Outgoing	6.80	6.52	6.17
B	--	Intelligence -- low to high	5.85	6.40**	5.22
C	--	Easily upset to calm	6.10 *	5.96	5.19
E	--	Humble to assertive	5.94	6.56	5.83
F	--	Sober to happy-go-lucky	4.63	4.64	4.63
G	--	Expedient to conscientious	5.92	5.16	6.44 **
H	--	Shy to Venturesome	5.98	6.00	5.52
I	--	Realistic to sensitive	7.40	7.92 *	6.70
L	--	Trusting to suspicious	4.70	4.64	4.77
M	--	Practical to imaginative	5.78	6.56	5.70
N	--	Forthright to shrewd	4.56	4.12	4.64
O	--	Self-assured to apprehensive	5.42	5.80	6.16
Q_1	--	Conservative to experimenting	6.71	7.68	6.45
Q_2	--	Group Dependent to self-sufficient	2.69	3.12	3.23 *
Q_3	--	Undisciplined to controlled	6.73 **	6.68	6.11
Q_4	--	Relaxed to tense	5.13	4.84	5.42

Teachers = Certified Teachers
TCI = Teacher Corps Interns
Para = Paraprofessionals

* = indicates significance at .05 level of confidence
** = indicates significance at .01 level of confidence

TABLE I-A

RESULTS OF SPRING ACHIEVEMENT TESTING

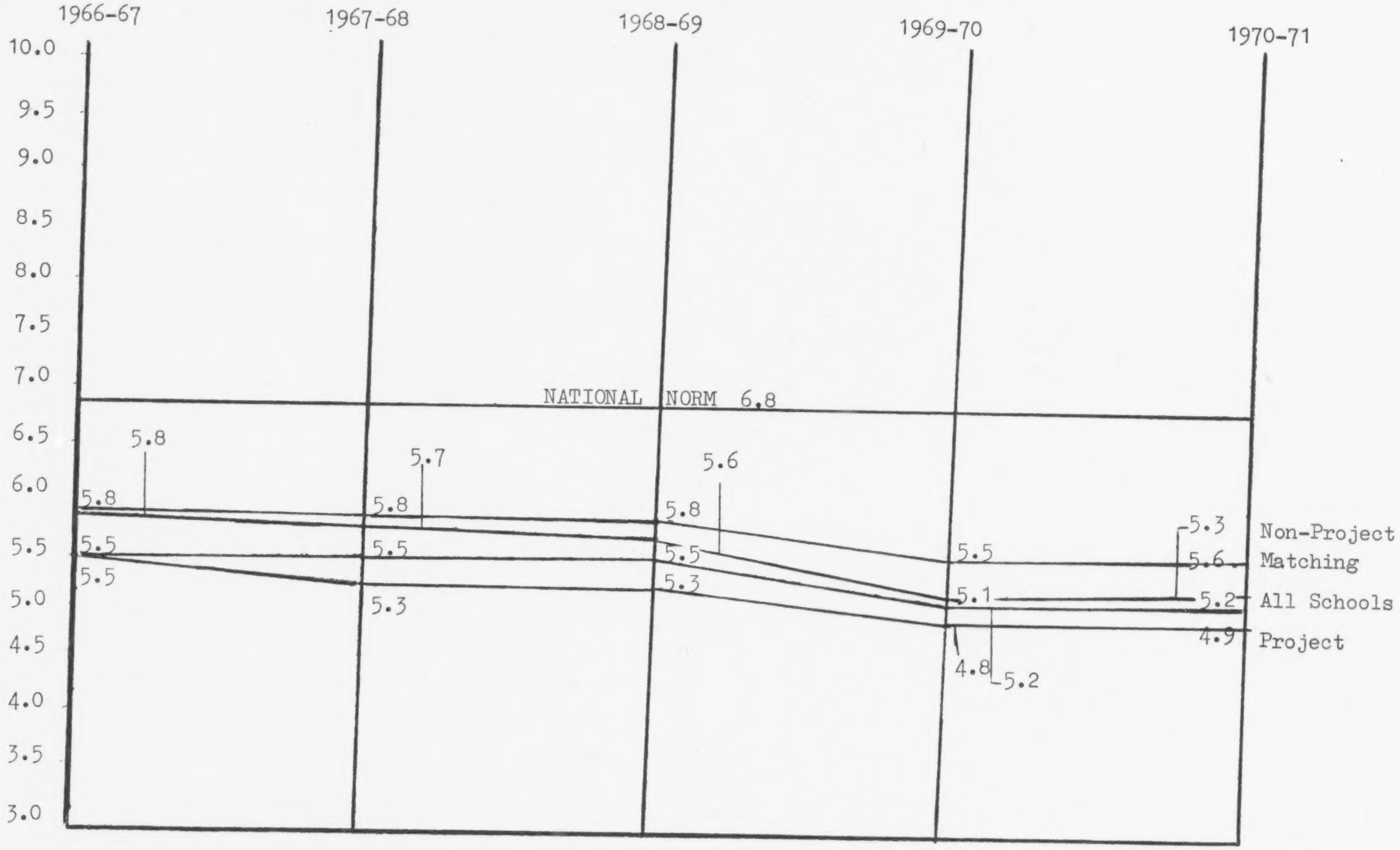
Median Grade Equivalents -- Grade 6 (Norm 6.8)

1966-67 to 1968-69 -- Metropolitan Achievement Tests
1969-70 and 1970-71 -- California Test of Basic Skills

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atkinson	5.5	5.7	5.5	4.8	5.6	5.4	+.8
Beechmont	7.1	6.6	7.3	6.8	6.7	6.9	+.2
Belknap	8.7	8.7	9.2	8.0	7.8	8.5	+.7
Bloom	6.8	6.6	7.1	7.3	7.5	7.3	-.2
Brandeis	5.1	4.9	4.7	4.2	3.9	4.6	+.7
Breckinridge	5.3	5.5	5.9	5.1	5.1	6.1	+1.0
Byck	4.9	4.9	4.7	4.6	4.5	4.4	-.1
Carmichael	5.5	4.9	4.7	4.6	4.3	4.5	+.2
Carter	4.9	5.3	5.5	4.9	4.9	4.5	-.4
Clark	7.7	7.1	6.1	6.4	6.0	7.0	+1.0
Clay	5.5	5.3	5.9	4.5	3.5	4.5	+1.0
Cochran	6.1	5.7	6.1	6.0	6.0	6.3	+.3
Coleridge-Taylor	5.1	5.3	5.3	4.6	4.5	4.7	+.2
Cotter	5.7	5.1	5.1	4.2	3.7	4.1	+.4
Dolfinger	5.5	5.1	5.1	4.8	4.5	4.5	-0-
Emerson	6.3	5.7	5.3	6.0	5.9	5.8	-.1
Engelhard	5.1	5.7	5.7	5.4	5.5	4.5	-1.0
Field	10.0+	9.2	9.2	9.0	8.7	8.8	+.1
Foster	5.9	5.5	5.9	5.3	5.1	6.0	+.9
Franklin	6.3	5.7	5.7	5.7	5.5	5.6	+.1
Frayser	6.3	5.9	5.9	5.9	5.8	6.3	+.5
Hazelwood	6.3	5.7	5.3	5.2	4.8	5.9	+1.1
Heywood	5.9	6.3	5.7	5.6	5.5	5.8	+.3
Hill	4.7	---	---	---	---	---	---
Jacob	6.3	6.6	5.7	6.4	6.4	5.9	-.5
Johnston	5.7	5.5	6.1	5.6	5.6	4.9	-.5
Kennedy	4.7	4.9	4.7	4.1	3.9	3.5	-.4
King	---	---	5.1	4.8	4.7	4.3	-.4
Lincoln	4.9	5.1	5.1	4.7	4.6	4.6	-0-
Longfellow	7.3	8.0	8.0	7.1	7.1	7.1	-0-
Lowell	5.7	6.1	5.7	5.4	5.3	5.4	+.1
Marshall	5.5	5.3	5.3	4.4	4.0	4.1	+.1
McFerran	5.5	5.9	5.5	5.5	5.5	5.2	-.3
Parkland	5.1	5.1	4.7	4.3	4.3	4.4	-.1
Perry	4.4	4.4	4.2	4.1	4.0	4.5	-.5
Portland	4.9	4.9	4.7	6.0	6.4	5.6	-.8
Roosevelt	5.5	4.9	5.3	4.3	3.9	5.0	+1.1
Rutherford	7.3	7.3	7.1	6.6	6.4	6.6	+.2
Semple	5.9	6.8	6.6	6.9	7.2	6.8	-.4
Shawnee	5.5	5.5	5.3	4.5	4.2	4.7	+.5
Shelby	5.3	5.7	5.7	5.0	4.9	5.5	-.6
Southwick	5.1	4.9	5.1	4.5	4.3	4.4	+.1
Strother	5.5	5.3	5.5	4.9	4.7	5.9	+1.2
Talbert	4.7	4.2	4.4	4.3	4.2	4.7	+.5
Tingley	5.9	5.3	8.0	4.6	3.3	4.7	+1.4
Washington	5.1	5.1	4.7	3.9	3.6	4.3	+.7
Wheatley	5.1	5.3	4.9	4.4	4.2	5.0	+.8
System Total	5.5	5.5	5.5	5.1	5.0	5.2	+.2

READING -- Grade 6



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APPENDIX C-4b

Personality Test Results

FIGURE I

1970-71 ESPQ Test Results

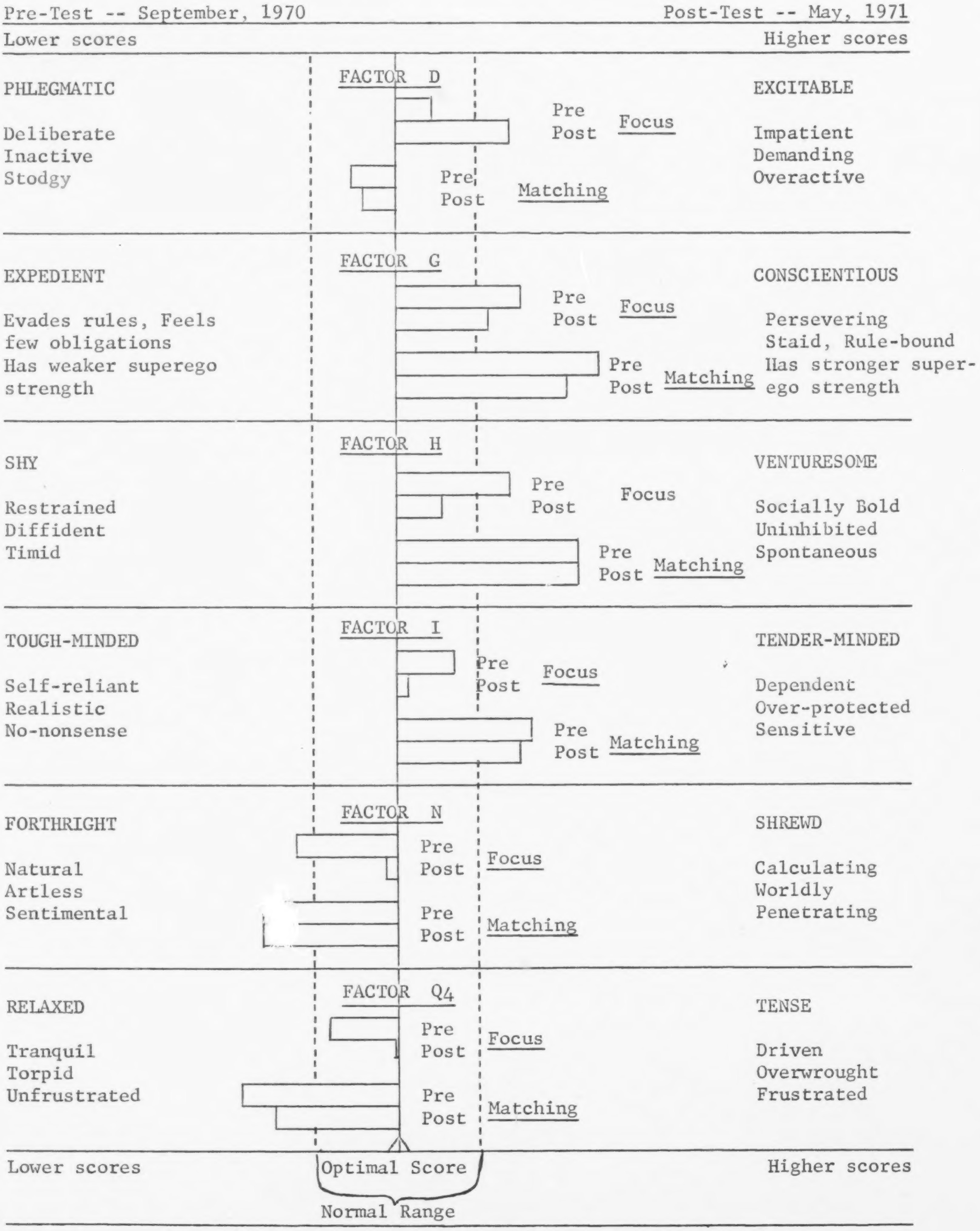

TABLE II

RESULTS OF SPRING ACHIEVEMENT TESTING

Median Grade Equivalents -- Grade 8 (Norm 8.6)

1966-67 to 1969-70 -- Metropolitan Achievement Test (Advanced BM)
1970-71 -- California Test of Basic Skills

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Barret	7.7	8.0	8.5	8.0	8.1	8.1	-0-
DuValle	5.8	6.2	6.2	6.1	6.2	5.3	-.9
Gottschalk	7.5	8.0	7.3	7.5	7.5	7.1	-.4
Highland	8.1	8.1	8.1	7.7	7.6	8.9	+1.3
Manly	6.6	6.4	6.2	6.4	6.3	---	---
Manual	7.1	6.6	6.6	6.6	6.4	6.5	+.1
Meyzeek	6.1	6.1	6.1	6.2	6.2	5.4	-.8
Parkland	6.6	6.4	6.1	5.8	5.5	5.3	-.2
Russell	6.1	6.1	6.1	5.9	5.8	5.3	-.5
Shawnee	6.9	6.6	6.4	6.1	5.8	5.4	-.4
Southern	7.5	7.5	7.1	7.1	7.0	7.2	+.2
Western	6.6	6.6	6.4	6.4	6.4	6.4	-0-
Woerner	6.6	6.6	6.6	6.1	5.9	6.1	+.2
System Total	6.7	6.6	6.6	6.4	6.3	6.4	+.1

ARITHMETIC -- Grade 8

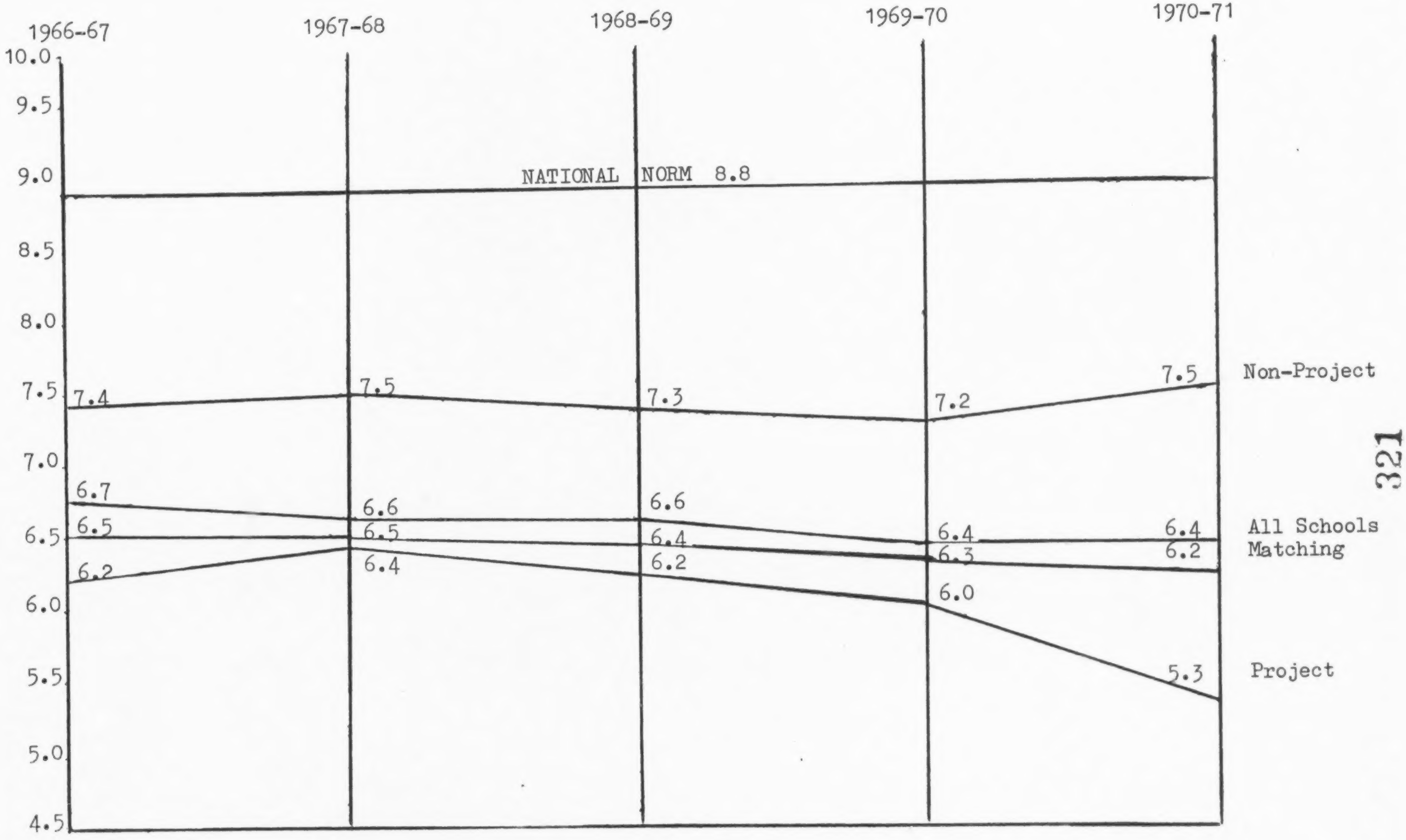

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TABLE III

RESULTS OF SPRING ACHIEVEMENT TESTING

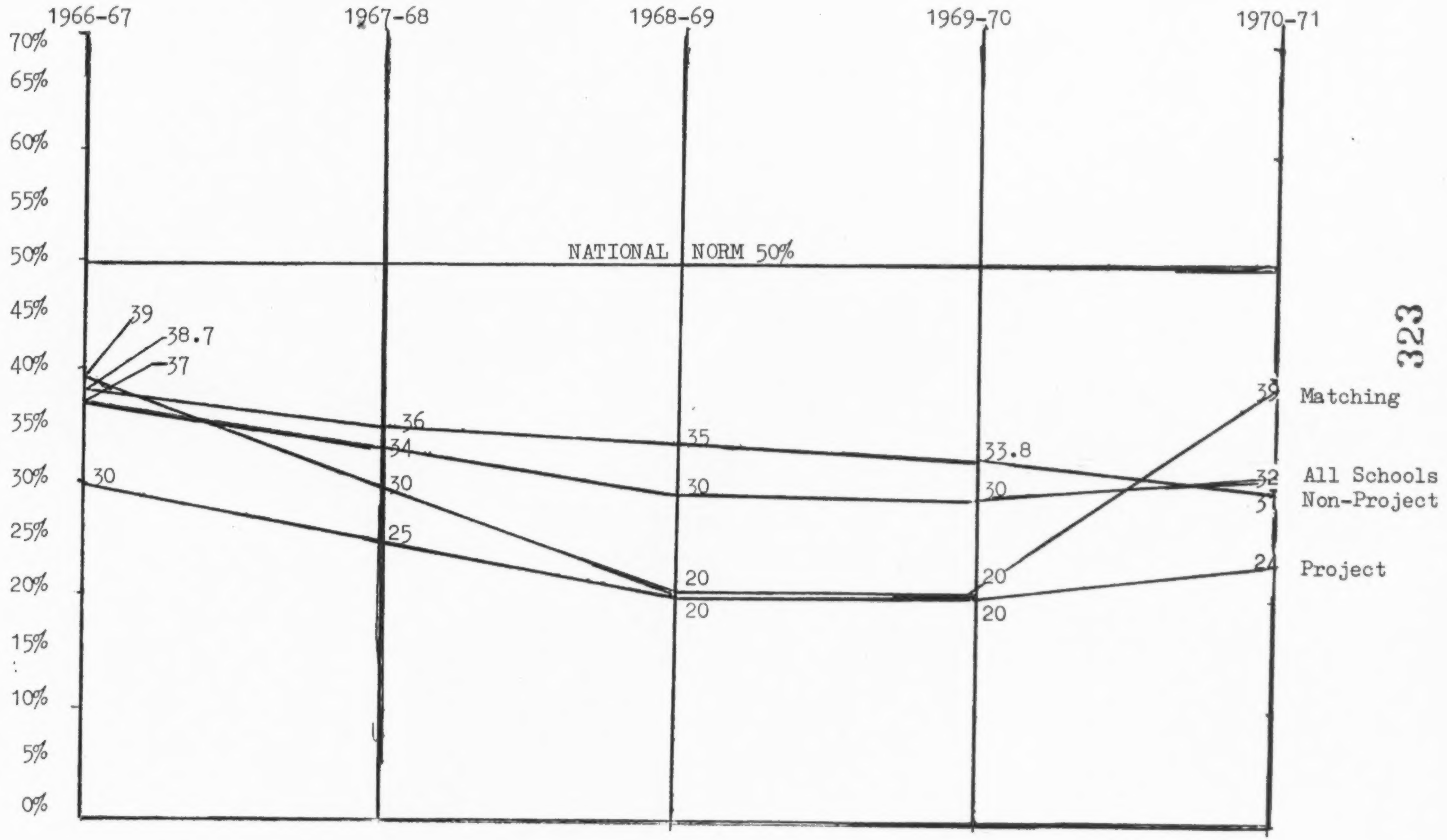
Percentile Ranks -- Grade 10 (Norm 50%)

1966-67 to 1969-70 -- Metropolitan Achievement Test (High School Battery)
1970-71 -- California Test of Basic Skills

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Atherton	66	66	66	61	59	63	+ 4
Ahrens	25	30	25	25	25	21	- 4
Central	17	11	14	14	13	12	- 1
Iroquois	51	51	48	48	47	38	- 9
Male	39	30	20	20	14	39	+25
Manual	43	34	34	34	31	26	- 5
Shawnee	30	25	20	20	17	24	+17
System Total	37	34	30	30	30	32	+ 2

READING -- Grade 10



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July, 1971

APPENDIX C-5

Tabular Charts on Achievement Data

FOCUS ELEMENTARY SCHOOLS

1970-71 ACHIEVEMENT TEST RESULTS

Experimental versus Control; Covariance Analysis

		READING		MATHEMATICS		LANGUAGE		TOTAL BATTERY	
		Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont
GRADE 1	Pre-test	(not given in Grade 1)				(not given in Grade 1)			
	Post-test	66.99	64.97	49.57	45.32	(not given in Grade 1)			
	Gain			**					
GRADE 2	Pre-test	39.14	45.91	42.24	44.22	(not given in Grade 2)			
	Post-test	74.31	83.47	59.18	64.07	(not given in Grade 2)			
	Gain	35.17	37.56**	16.93	19.85**				
GRADE 3 & 4	Pre-test	27.44	29.44	39.56	40.94	29.60	31.26	96.43	100.02
	Post-test	38.18	41.97	62.15	63.41	42.09	46.15	142.88	151.32
	Gain	10.73	12.53**	22.59	22.47	12.49	14.89**	46.45	51.29**
GRADE 5 & 6	Pre-test	32.39	32.60	43.27	42.27	40.74	40.13	120.21	118.59
	Post-test	43.19	41.02	57.15	54.49	51.29	50.41	158.77	147.13
	Gain	10.79**	8.42	13.87**	12.23	10.56	10.28	38.55**	28.53

Notes: no Language test is administered at the 1st or 2nd grade levels; no Total Battery is computed

** refers to significance level of test results -- * means significance at .05 level of confidence
** means significance at .01 level of confidence

Exp = Experimental (Focus) Schools; Cont = Control (Matching) Schools

IMPACT ELEMENTARY SCHOOLS

1970-71 ACHIEVEMENT TEST RESULTS

Experimental versus Control; Covariance Analysis

		READING		MATHEMATICS		LANGUAGE		TOTAL BATTERY	
		Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont
GRADE 1 Bloom	Pre-test	(not given in Grade 1)				(Not given in Grade 1)			
	Post-test	80.69	84.35	55.22	64.29				
	Gain		**						
GRADE 1 Cotter	Pre-test	(not given in Grade 1)				(Not given in Grade 1)			
	Post-test	60.79	68.53	44.17	47.17				
	Gain								
GRADE 1 Engelhard	Pre-test	(not given in Grade 1)				(Not given in Grade 1)			
	Post-test	60.21	59.55	41.64	42.54				
	Gain								
GRADE 2 Bloom	Pre-test	58.45	64.00	61.11	62.64				
	Post-test	95.26	100.71	74.72	75.73	(Not given in Grade 2)			
	Gain	36.81	36.71	13.61	13.09				
GRADE 2 Cotter	Pre-test	36.73	48.08	40.98	45.77				
	Post-test	82.98	83.28	66.58	63.98	(Not given in Grade 2)			
	Gain	46.25**	35.20	25.60**	18.21				
GRADE 2 Engelhard	Pre-test	35.67	42.54	22.54	41.61				
	Post-test	80.54	83.05	65.19	63.48	(Not given in Grade 2)			
	Gain	44.87	40.51	42.65	21.87				

IMPACT ELEMENTARY SCHOOLS (cont)

		READING		MATHEMATICS		LANGUAGE		TOTAL BATTERY	
		Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont
GRADE 3 & 4 Bloom	Pre-test	50.43	52.12	69.75	64.11	47.81	50.43	167.77	167.33
	Post-test	58.07	63.44	83.53	90.17	59.43	64.41	200.96	218.60
	Gain	7.64	11.32**	13.78	26.06**	11.62	13.98**	33.19	51.27**
GRADE 3 & 4 Cotter	Pre-test	26.51	29.64	34.11	40.74	27.74	30.38	88.37	100.49
	Post-test	39.88	42.38	55.83	64.71	41.64	46.42	137.39	154.04
	Gain	13.37	12.73	21.72	23.97	13.90	16.04	49.02	53.55
GRADE 3 & 4 Engelhard	Pre-test	32.71	28.94	38.35	40.57	31.98	31.89	103.89	100.73
	Post-test	41.44	40.48	59.92	60.93	40.87	45.27	142.96	146.17
	Gain	8.73	11.54	21.57	20.36	8.89	13.38**	39.07	45.44
GRADE 5 & 6 Bloom	Pre-test	55.45	54.24	62.44	64.42	58.60	60.25	188.40	191.18
	Post-test	60.61	62.78	72.21	77.77	65.33	69.58	208.33	218.87
	Gain	5.16	8.54**	9.77	13.35**	6.73	9.33**	19.19	27.69**
GRADE 5 & 6 Cotter	Pre-test	30.73	34.84	37.05	43.30	37.87	41.55	114.00	125.16
	Post-test	35.00	43.44	51.97	56.17	42.87	53.51	132.14	160.08
	Gain	4.27	8.60**	14.92	12.87	5.00	11.96**	18.14	34.92*
GRADE 5 & 6 Engelhard	Pre-test	32.86	31.09	46.97	41.19	41.44	38.65	127.26	114.58
	Post-test	41.03	38.32	54.15	52.03	44.72	47.12	141.04	141.40
	Gain	8.17	7.23	7.18	10.84*	3.28	8.47**	13.78	26.82**

Notes: no Language test is administered at the 1st or 2nd grade levels; no Total Battery is computed

** refers to significance level of test results -- * means significance at .05 level of confidence
** means significance at .01 level of confidence

Exp = Experimental (Impact) Schools; Cont = Control (Matching) Schools

IMPACT JUNIOR AND SENIOR HIGH SCHOOLS

1970-71 ACHIEVEMENT TEST RESULTS

Experimental versus Control; Covariance Analysis

		READING		MATHEMATICS		LANGUAGE		TOTAL BATTERY	
		Exp	Cont	Exp	Cont	Exp	Cont	Exp	Cont
GRADE 7 & 8	Pre-test	(see explanation below)							
	Post-test	35.78	39.08	44.19	47.91	23.08	41.09	122.02	130.42
	Gain		**		**		**		**
GRADE 9	Pre-test	(see explanation below)							
	Post-test	35.97	39.84	40.17	47.62	37.76	41.31	116.33	130.67
	Gain		**		**		**		**
GRADE 10	Pre-test	35.41	43.91	39.96	46.91	37.36	43.85	108.43	142.39
	Post-test	39.69	46.58	43.28	50.41	39.18	47.60	119.57	152.77
	Gain	4.28	2.67	3.32	3.50	1.82	3.75*	11.14	10.38
GRADE 11 & 12	Pre-test	30.84	32.44	53.37	56.45	31.67	32.67	116.72	122.28
	Post-test	32.34	33.27	55.74	59.29	32.95	33.98	121.69	127.84
	Gain	1.48	.83	2.37	2.84	1.28	1.31	4.97	5.56

Notes: Due to a change in the experimental design between pre- and post-testing, no control pre-tests were available for grades 7, 8 and 9.

** refers to significance level of test results -- * means significance at .05 level of confidence
** means significance at .01 level of confidence

Exp = Experimental (Impact) Schools; Cont = Control (Matching) Schools

APPENDIX C-6

Socio-Economic Correlation with Achievement Data

Note: on the following report, the columns labelled "Correlation" should actually be labelled "Socio-Economic Index". This refers to the percentage of parents in the schools listed who are on AFDC and who earn less than $3,000 per year.

CORRELATION OF 1970-71 SPRING READING ACHIEVEMENT SCORES AND SOCIO-ECONOMIC INDEX

CTBS (California Test of Basic Skills) administered in May, 1971

Median Grade Equivalents -- Grade 4 (Norm 4.8)
Correlation Coefficient: r = -.629

Schools	Correlation	Achievement Scores
Atkinson	18.2	3.6
Beechmont	26.7	5.1
Belknap	2.9	6.1
Bloom	6.9	4.9
Brandeis	38.6	3.2
Breckinridge	54.1	4.0
Byck	92.6	3.3
Carmichael	81.6	3.2
Carter	32.9	3.6
Clark	6.4	5.2
Clay	37.1	3.4
Cochran	57.1	4.4
Coleridge-Taylor	71.2	3.6
Cotter	88.8	3.4
Dolfinger	46.7	3.3
Emerson	18.7	3.9
Engelhard	84.8	3.4
Field	2.0	6.1
Foster	26.2	3.8
Franklin	31.7	3.7
Frayser	11.8	4.2
Hazelwood	12.6	4.1
Heywood	17.7	4.1
Hill	----	---
Jacob	28.8	3.9
Johnston	25.1	3.9
Jones	57.4	2.9
Kennedy	59.4	3.4
King	11.2	3.3
Lincoln	51.7	3.8
Longfellow	3.3	6.6
Lowell	24.1	4.5
Marshall	57.4	3.6
McFerran	17.5	3.4
Parkland	38.0	3.5
Perry	98.3	3.2
Portland	27.1	3.6
Roosevelt	35.4	3.2
Rutherford	3.1	4.7
Semple	6.4	4.8
Shawnee	30.0	3.7
Shelby	21.6	3.7
Southwick	55.7	3.2
Strother	36.4	3.0
Talbert	76.6	3.0
Tingley	37.1	3.9
Washington	63.4	3.6
Wheatley	80.3	3.1

RESEARCH DESIGN

1970-1971

Focus Elementary Schools

Experimental		Control	
Carmichael	(369)	Byck	(370)
Coleridge-Taylor	(360)	Perry	(363)
Jones	(331)	Strother	(341)
Marshall	(326)	Dolfinger	(310)
Roosevelt	(335)	Shawnee	(339)
Wheatley	(371)	Washington	(362)

Pre-tests, post-tests, and post-tests comparisons for the school years 1967 through 1971.

Impact Elementary Schools

Experimental		Control	
Bloom	(303)	Belknap	(302)
		Field	(313)
		Semple	(338)
Cotter	(366)	Byck	(310)
		Shawnee	(339)
		Strother	(341)
Englehard	(372)	Dolfinger	(310)
		Perry	(363)
		Washington	(362)

Impact Junior High Schools

Experimental		Control	
DuValle	(266)	Meyzeek	(210)
Parkland	(204)	Western	(207)
Russel	(211)	Woerner	(290)
Shawnee	(205)		

Impact Senior High Schools

Experimental		Control	
Shawnee	(105)	Male	(104)

Pre-tests, post-tests and post-tests comparisons for the school years 1967 through 1971.

Achievement

Run I: Focus Achievement for grades 3 and 4
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run II: Impact Achievement for grades 3 and 4
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310

Run III: Focus Achievement for grades 5 and 6
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run IV: Impact Achievement for grades 5 and 6
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

School and Location Number

Experimental		Control	
Russell	211	Western	207
Shawnee Junior	205	Woerner	290
Parkland	204	Meyzeek	210
DuValle	266		

Run VI: Impact Junior High Achievement for grade 9
(One way ANOVA design with 11 dependent variables)

School and Location Number

Experimental		Control	
Russell	211	Western	207
Shawnee Junior	205	Woerner	290
Parkland	204	Meyzeek	210
DuValle	266		

Run VII: Impact High School Achievement for grade 10
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Shawnee Senior	105	Male	104

Run VIII: Impact High School Achievement for grades 11 and 12
(Covariance design with 12 dependent variables)

School and Location Number

Experimental		Control	
Shawnee Senior	105	Male	104

Run IX: Focus Achievement for grade 1
(One way ANOVA design with 6 dependent variables)

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run XI: Impact Achievement for grade 1
(One way ANOVA design with 6 independent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

Run XII: Impact Achievement for grade 2
(Covariance design with 6 dependent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

Run I: Focus Personality, ESPQ for grades 1 through 3
(Covariance design with 14 dependent variables)

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run II: Focus Personality CPQ for grades 4 through 6
(Covariance design with 16 dependent variables)

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run III: Impact Personality, ESPQ for grades 1 through 3
(Covariance design with 14 dependent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

Page 2--Student Runs

Run IV: Impact Personality, CPQ for grades 4 through 6
(Covariance design with 14 dependent variables)

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

Run V: Impact Junior High Personality for grades 7 through 9
(One way ANOVA design with 17 dependent variables)

School and Location Number

Experimental		Control	
Russell	211	Western	207
Shawnee Junior	205	Woerner	290
Parkland	204	Mayzeek	210
DuValle	266		

Run VI: Impact High School Personality for grades 10 through 12
(Covariance design with 17 dependent variables)

School and Location Number

Experimental		Control	
Shawnee Senior	105	Male High	104

Run VII: Impact Junior High Personality for grade 8
(One way ANOVA design with 17 dependent variables)

School and Location Number

Experimental		Control	
Russell	211	Western	207
Shawnee Junior	205	Woerner	290
Parkland	204	Meyzeek	210
DuValle	266		

Run VIII: Impact Senior High Personality for grade 10
(Covariance design with 17 dependent variables)

School and Location Number

Experimental		Control	
Shawnee Senior	105	Male High	104

TEACHER RUNS
(N=950)

Personality

All runs are on a covariance design for 16 PF and PTO

Run I: Focus and Matching

School and Location Number

Experimental		Control	
Carmichael	369	Byck	370
Coleridge-Taylor	360	Perry	363
Jones	331	Strother	341
Marshall	326	Dolfinger	310
Roosevelt	335	Shawnee Elementary	339
Wheatley	371	Washington	362

Run II: Impact and Matching

School and Location Number

Experimental		Control	
Engelhard	372	Byck	370
Bloom	303	Perry	363
Cotter	366	Strother	341
		Dolfinger	310
		Shawnee Elementary	339
		Washington	362
		Belknap	302
		Field	313
		Semple	338

Run III: Impact Junior Highs and Matching

School and Location Number

Experimental		Control	
Russell	211	Gottschalk	215
Shawnee Junior	205	Highland	202
Parkland	204		
DuValle	266		

Run IV: Impact Senior High and Matching

School and Location Number

Experimental		Control	
Shawnee Senior	105	Male	104

CORRELATION OF 1970-71 SPRING READING ACHIEVEMENT SCORES AND SOCIO-ECONOMIC INDEX

CTBS (California Test of Basic Skills) administered in May, 1971

Median Grade Equivalents -- Grade 6 (Norm 6.8)
Correlation Coefficient: r= -.667

Schools	Correlation	Achievement Scores
Atkinson	18.2	5.4
Beechmont	26.7	6.9
Belknap	2.9	8.5
Bloom	6.9	7.3
Brandeis	38.6	4.6
Breckinridge	54.1	6.1
Byck	92.6	4.4
Carmichael	81.6	4.5
Carter	32.9	4.5
Clark	6.4	7.0
Clay	37.1	4.5
Cochran	57.1	6.3
Coleridge-Taylor	71.2	4.7
Cotter	88.8	4.1
Dolfinger	46.7	4.5
Emerson	18.7	5.8
Engelhard	84.8	4.5
Field	2.0	8.8
Foster	26.2	6.0
Franklin	31.7	5.6
Frayser	11.8	6.3
Hazelwood	12.6	5.9
Heywood	17.7	5.8
Hill	----	---
Jacob	28.8	5.9
Johnston	25.1	4.9
Kennedy	59.4	3.5
King	11.2	4.3
Lincoln	51.7	4.6
Longfellow	3.3	7.1
Lowell	24.1	5.4
Marshall	57.4	4.1
McFerran	17.5	5.2
Parkland	38.0	4.4
Perry	98.3	4.5
Portland	27.1	5.6
Roosevelt	35.4	5.0
Rutherford	3.1	6.6
Semple	6.4	6.8
Shawnee	30.0	4.7
Shelby	21.6	5.5
Southwick	55.7	4.4
Strother	36.4	5.9
Talbert	76.6	4.7
Tingley	37.1	4.7
Washington	63.4	4.3
Wheatley	80.3	5.0

CORRELATION OF 1970-71 SPRING READING ACHIEVEMENT SCORES AND SOCIO-ECONOMIC INDEX

CTBS (California Test of Basic Skills) administered in May, 1971

Median Grade Equivalents -- Grade 8 (Norm 8.6)
Correlation Coefficient: r = -.782

Schools	Correlation	Achievement Scores
Barret	15.2	7.7
DuValle	68.4	5.1
Gottschalk	13.2	7.2
Highland	14.6	8.9
Manly	49.9	---
Manual	19.3	6.4
Meyzeek	77.5	5.3
Parkland	48.3	4.6
Russell	86.8	5.1
Shawnee	36.6	5.6
Southern	20.9	7.1
Western	37.4	5.7
Woerner	50.9	5.8

Runs V, VI, VII, VIII: For the experimental schools within each of Runs I through IV, Collapse experimental schools to test differences across three teacher types (treatment).

01 = Certified teacher
02 = Teacher corps intern
03 = Paraprofessional

Run IX: Collapse all N=14 experimental schools to test differences across three teacher types (treatment):

01 = Certified teacher
02 = Teacher corps intern
03 = Paraprofessional

APPENDIX D-1

Task Force on Developing Behavioral Objectives

BEHAVIORAL OBJECTIVES TASK FORCE

A special task force of 18 persons from the departments of Research and Evaluation, Organizational Development, Employee Personnel and Instruction has been formed to help all project schools, teams and individuals produce behavioral objectives for the remainder of this school year. Top priority has been assigned to this task by Dr. Newman Walker. Task force members have been freed of all other responsibilities in order to work full time with project teams. By March 5, 1971, it is hoped that all project schools, teams and individuals will have produced and published their objectives.

The Task Force's Objectives are as follows:

Objectives for Focus Schools:

1. By December 4, 1970, each Focus PLF will have produced and published behavioral objectives for his school that are congruent with the objectives contained in the Focus proposal.
2. By January 11, 1971, all Focus teams and 90% of the individuals (team members, counselors, etcetera) in the Focus schools will have produced and published behavioral objectives for the remainder of the 1970-71 school year.
3. In addition, they will have established and published interim objectives to be examined by the Task Force on Developing Behavioral Objectives by February 26, 1971.

All of these objectives will be congruent with the objectives of the PLF and the objectives contained in the Focus proposal.

Objectives for Impact Schools:

1. By December 18, 1970, all Impact PLF's will have produced and published behavioral objectives for their schools that are congruent with the objectives contained in the Focus proposal.
2. By ________________, all Impact teams and 90% of the individuals (team members, counsellors, etcetera) in the Impact schools will have produced and published behavioral objectives for the remainder of the 1970-71 school year.
3. In addition, they will have established and published interim objectives to be examined by the Task Force on Developing Behavioral Objectives by February 26, 1971.

All of these objectives will be congruent with the objectives of their PLF's and the objectives contained in the Focus proposal.

With the assistance of task force members, all teams and individuals will be expected to have their objectives prepared by the appropriate dates listed above. All task force members are skilled in the area of writing behavioral objectives and will schedule meetings with each team to help formulate general and specific objectives. School will be dismissed for the afternoon on the day when the task force works with teams in a particular school. Therefore, most of the work will be completed during school time. You will be notified well in advance before the arrival of the task force in your school. It would be helpful if your team, prior to their coming, could list, at least roughly, your team and individual objectives for the rest of the school year and also some short term objectives. Essentially, your objectives should state what you want your students to accomplish by June in the academic and attitudinal areas. The task force members will help you state these objectives so that they can be measured. They will also help you establish some short term objectives which can be measured by February 23, 1971.

Why behavioral objectives? Without clearly defined goals or objectives, it is difficult to know for sure that learning is actually taking place. After three months, most teams probably have developed a sense of direction with their students. The behavioral objectives approach will be an attempt to help teams more clearly and specifically define where they want to be with their students by the end of the school year. It will be an opportunity for teams to more effectively coordinate directions. Behavioral objectives do not limit a team or individual to teaching only certain things. On the contrary, they state the minimum a team wishes to accomplish and leave much room for creativity and achievement in areas over and above the minimal objectives.

All project schools will be evaluated at the end of the year in terms of the Focus/Impact (these were published in the last issue of the Newsletter) objectives. It is imperative that teams produce tangible evidence for parents and the community that they are making progress toward project goals. General achievement tests may not reflect enough progress to satisfy those who are skeptical. With well-defined, measurable objectives, it will be possible for teams to provide evidence that they are moving toward these objectives. The continuation of the project will depend largely upon tangible results produced by teams. A skeptical community will not be satisfied with generalized subjective evaluations by teachers. They will demand concrete proof that Focus and Impact made a difference.

The task force members are in no way serving as evaluators. Their only purpose is to provide resources to your team to help write your objectives and to make suggestions in the area of problem solving and teaching strategies to help implement your objectives.

It is hoped that the efforts of the task force will serve as a catalyst for all project personnel to regain or reinforce a sense of direction, to unite their efforts and to make more effective use of resources available.

TASK FORCE OBJECTIVES

1. Beginning November 23, 1970, all members of the Task Force will keep a journal of events, interventions, problem strategies, etcetera, which have contributed to the obtainment of the Task Force's objectives to be submitted to Dr. Larry Barber by February 23, 1971.

2. As we work with teams establishing behavioral objectives, we will provide problem solving strategies, teaching strategies and content resources. These interventions will be recorded in our daily journals.

3. Starting on December 7, 1970, the Task Force will meet as a team every Monday, Wednesday and Friday from 8:30 to 9:30.

4. Chairmen of the Departments of Instruction and Personnel and Dr. Newman Walker will be advisory members of this Task Force. They will be invited to attend our Monday, Wednesday and Friday meetings. Also, they will be provided a written report weekly of the efforts of this Task Force.

5. By March 5, 1971, this total Task Force team will submit a written report to Dr. Newman Walker evaluating the successes and failures of the Task Force in reaching the stated objectives.

11-24-70

OBJECTIVES FOR FOCUS SCHOOLS

1. By December 4, 1970, each Focus PLF will have produced and published behavioral objectives for his school that are congruent with the objectives contained in the Focus proposal.

2. By January 11, 1971, all Focus teams and 90% of the individuals (team members, counselors, etcetera) in the Focus schools will have produced and published behavioral objectives for the remainder of the 1970-71 school year.

   In addition, they will have established and published interim objectives to be examined by the Task Force on Developing Behavioral Objectives by February 26, 1971.

   All of these objectives will be congruent with the objectives of the PLF and the objectives contained in the Focus proposal.

11-24-70

OBJECTIVES FOR IMPACT SCHOOLS

1. By December 18, 1970, all Impact PLF's will have produced and published behavioral objectives for their schools that are congruent with the objectives contained in the Focus proposal.

2. By ________________, all Impact teams and 90% of the individuals (team members, counselors, etcetera) in the Impact schools will have produced and published behavioral objectives for the remainder of the 1970-71 school year.

   In addition, they will have established and published interim objectives to be examined by the Task Force on Developing Behavioral Objectives by February 26, 1971.

   All of these objectives will be congruent with the objectives of their PLF's and the objectives contained in the Focus proposal.

11-14-70

MEMORANDUM

December 9, 1970

TO: Behavioral Objectives Task Force Members and
Focus and Impact Elementary School Staffs

FROM: Joel Henning

SUBJECT: Procedures for Writing and Publishing Behavioral Objectives

As there seems to be a few procedural questions regarding the operation of the Task Force on Developing Behavioral Objectives, I thought it might be helpful to outline our operational guidelines.

1. The Task Force first contacts the PLF and assist him in writing his objectives for the entire school unit as well as his personal goals which the PLF can accomplish through his own efforts and school goals which can only be accomplished through a cooperative effort of staff and/or students. For instance, a school goal would relate to student achievement in the area of reading or improved self-concept, while a personal goal would relate to how much time a PLF will spend in the classroom.

2. The Task Force then writes the PLF's objectives in behavioral statements, duplicates them and returns them to the PLF within 48 hours.

3. The PLF distributes his objectives to each member of the staff prior to the Task Force's entrance into the teams and asks teams to prepare tentative team and individual objectives.

4. The Task Force then enters the school to help teams and individuals write their behavioral objectives and interim objectives. Hopefully, this can be completed in an afternoon.

5. The Task Force then duplicates the team and individual objectives and returns them to the team for final modification. At this time, the PLF will also receive a copy of team and individual objectives. He may want to negotiate with a team to change or modify particular objectives. Team and individual objectives should be congruent with System-wide objectives. The faculty may also want to consult with the PLF regarding his school objectives in order that they may be clarified, modified or changed.

6. Following this, each school, team and individual should return the final form of school, team and individual objectives to Joel Henning, Department of Organizational Development. They should be returned no later than Friday, December 18, 1970.

7. By Thursday, January 4, 1971, all project elementary school objectives by school, team and individuals will be published and a copy of the objectives will be given to each team, PLF, school and to appropriate Central Office staff members.

8. By Tuesday, February 23, 1971, the Task Force will return to each school to evaluate its own work, the use being made of behavioral objectives and to help secure resources you may need.

9. Each individual member of the school staff will be asked to evaluate the performance of the Behavioral Objectives Task Force one week after their final contact with your school.

It is hoped that through doing this the Central Office staff will be more able to offer the resources you need and that you will be better able to pin-point what you hope to achieve in the remainder of this school year.

mlb

TASK FORCE SCHEDULE
for the week of
November 30 to December 4, 1970

Monday, November 30, 1970 --
Bob Myers, Joel Henning, Booker Rice and Larry Barber meet with Jim Falkenstein (Marshall PLF) to establish objectives

Tuesday, December 1, 1970 --
Bob, Joel, Booker and Larry meet with all Focus principals at 9:00 a.m. in Room 205
Process work as a Task Force at 1:00 p.m. in the Board Room

Wednesday, December 2, 1970 --
Task Force meeting at 8:30 a.m. in Room 205
Task Force meets at Marshall to establish team objectives at 1:00 p.m.

Thursday, December 3, 1970 --
Task Force meets at Marshall to finish objectives at 2:00 p.m.

Friday, December 4, 1970 --
Task Force meets to establish work outline from 9:00 to 12:00 in Room 205

Task Force Teams for Marshall--

Team #1	Ernie Gravatt, Bea Henry, Diane Simison and Minor Daniels Joel Henning -- Half time
Team #2	Carrie Evans, Mary Eliza Smith, Larry Burdon, Mildred Dougherty Joel Henning -- Half time
Team #3	Jane Towery, Joyce Zimpleman, Bob Myers and Booker Rice Larry Barber -- Half time
Team #4	Mattie Miles, Hughlyne Wilson, Lambert Herman and Mary Ella Smith Larry Barber -- Half time

CRITERIA FOR SOUND OBJECTIVES

1. They must be formulated by those who are expected to achieve them. Managers at all levels must be involved in the formulation process of setting objectives.

2. They must be explicit. They may be general but should not be vague. They should impose a definite demand, and the language should be unmistakable.

3. They must be forward-looking. Sound objectives do not confine themselves to past achievements. They are concerned with a state of affairs that has not yet been reached! Necessarily then, an organization's objectives must be constantly reviewed and revised.

4. They must be consistent with other goals within the same organization. A general objective cannot be achieved if different groups in the same organization are working at cross purposes. The general objective should be flexible enough to allow for known differences, and the implementing objectives must be in harmony with it.

5. They must be set within the context of a particular organization. There is constant interplay between goals and experience. An organization can hope to achieve only what it is equipped to achieve. Outside factors, such as market position, must be taken into account. The same holds true for implementing goals. The level of skill in a department, for example, must be measured against output goals.

6. They must carry built-in evaluations. If an organization has sound objectives, it will know when it has succeeded and when it has failed. Similarly, when the individual worker is given sound objectives, he will understand what is required of him and how he must go about achieving it.

FOCUS AND IMPACT OBJECTIVES

1. At least 50% of the students in the target schools will gain at least one full year in achievement in reading and at least 75% will gain beyond expectation based upon the past two years' performance as measured by standardized tests--pre and post.

2. At least 75% of the students in the target schools will be present in school more often in 1970-71 than they were in 1969-70 and the 10% with the worst attendance records in 1969-70 will show significant improvement in 1970-71.

3. The self concepts of at least 50% of the students in the target schools will improve significantly as measured by pre and post data.

4. Students enrolled in the target schools will experience success in self-directed learning as measured by the increasing number of optimal assignments and projects completed during specified periods of the project.

5. Students at the target schools will develop more positive attitudes of citizenship as measured by a 50% reduction in the cost of vandalism at target schools as compared to the costs the previous years.

6. Students at the target schools will learn to deal more constructively with authority as measured by pre and post gain scores.

7. Students at the target schools will learn to settle personal disputes without overt hostile behavior as measured by a 25% decrease in the number of conflicts with peers and staff throughout the project.

SAMPLES OF OBJECTIVES

1. At least 50% of the students in the target schools will gain at least 1 full year in achievement in reading, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized achievement tests -- pre and post.

2. At least 50% of the students in the target schools will gain at least 1 full year in achievement in mathematics, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

3. At least 25% of the students in the target schools will gain at least 1 full year in achievement in social studies, and at least 50% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

4. At least 25% of the students in the target schools will gain at least 1 full year in achievement in science, and at least 50% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

5. At least 75% of the students in the target schools will be present in school more often in 1970-71 than they were in 1969-70, and the 10% with the worst attendance records in 1969-70 will show significant improvement in 1970-71.

6. The self concepts of at least 50% of the students in the target schools will improve signigicantly, as measured by pre and post data.

7. Students enrolled in the target schools will experience success in self-directed learning, as measured by the increasing number of optimal assignments and projects completed during specified periods of the project.

8. Students at the target schools will develop more positive attitudes of citizenship, as measured by a 50% reduction in the cost of vandalism at target schools as compared to the costs the previous years.

9. Students at the target schools will learn to deal more constructively with authority, as measured by pre and post gain scores.

10. Students at the target schools will learn to settle personal disputes without overt hostile behavior, as measured by a 25% decrease in the number of conflicts with peers and staff throughout the project.

11. At least 75% of the parents in target schools will show a postitive attitude toward school, as measured by a parent inventory questionnaire based on the Likert questionnaire.

12. At least 75% of the students in target schools will show a positive attitude toward school, as measured by a student inventory questionnaire based on the Likert questionnaire.

MEMORANDUM

March 29, 1971

TO: Task Force on Behavioral Objectives

FROM: Larry Barber and Joel Henning

SUBJECT: Interim Evaluation

Please finish your interim evaluation as soon as possible (by April 19) and submit a final report to Joel and to me (one copy to each of us).

The report should include at least the following:

1. Did the team use their objectives? If so, how? If not, why?
2. Did the team keep records on their accomplishment of objectives? If so, to what extent? If not, why?
3. What did you do to help them in their interim evaluation?
4. What did you do to help them in their terminal (end of year) evaluation?
5. What was the team's attitude about the Behavioral Objectives Task Force?
6. What is your attitude about the Behavioral Objectives Task Force?

mlb

BEHAVIORAL OBJECTIVES TASK FORCE

INTERIM EVALUATION ASSIGNMENTS

School	Coordinating Teachers	Task Force Members
Bloom	Ruby Brown	Mary Eliza and Billie
Carmichael	Cleo Joiner	Lambert and Mary Ella
Coleridge-Taylor	Guy Wigginton	Mildred and Hughlyne
Cotter	Pauline Ratliff	Larry Burdon
Engelhard	Ann Long	Jane and Larry Barber
Jones	Carrie Parks	Booker and Bob
Marshall	Stephanie Palasia	Larry Barber and Ernie
Roosevelt	Mary Cambron	Joyce and Diane
Wheatly	Joyce Childress	Carrie Evans
Staff	selected schools	Larry Barber and Joel

The teams selected for the interim evaluation were selected randomly, with the restriction that there would be at least one team per school. The Task Force members will make arrangements directly with the team with whom they will work.

BEHAVIORAL OBJECTIVES TASK FORCE

Procedure for Assessing Achievement of Interim Goals

1. Task Force members will meet with the teams to which they have been assigned to determine the dates for return visits, examination of records and to negotiate the ways in which the assessment should be carried out.

2. Task Force members are asked to make sure that the teaching teams be aware that the Task Force's job is primarily to help teams use the data assembled for making decisions about their instructional program and/or for revising their objectives and/or for restructuring their teaching techniques.

3. Task Force members are further asked to solicit information from the teaching teams regarding the effectiveness of the Task Force. It is hoped that the teams will provide input to Task Force members on at least the following:

   a. Has the Behavioral Objectives Task Force been of any value to you?
   b. What mistakes did we make?
   c. Would you like to see a Behavioral Objectives Task Force in operation next year? If so, what should it do?
   d. If behavioral objectives are to be used next year, when should the team formulate them?
   e. What means should be used to evaluate next year's objectives -- interim goals? instructional labs? strategy planning sessions?

4. The Task Force members should also assist the team in planning for their team's end of year evaluation.

5. At the termination of this interim evaluation with the selected teams, Task Force members will be available to assist other teams in their evaluations.

APPENDIX D-2

Objectives Prepared by
Coleridge-Taylor Elementary School

COLERIDGE-TAYLOR OBJECTIVES

	Page No.
PLF Objectives	1-2
Team 1 Objectives	3-7
Team 2 Objectives	8-12
Team 3 Objectives	13-16
Supportive Staff Objectives	17-23

MEMORANDUM

November 30, 1970

TO: Task Force on Behavioral Objectives

FROM: Joel Henning

SUBJECT: Dates with Focus Schools

The following schedule has been generated to have Focus FLF's write school objectives:

Wednesday, December 2, 1970
- 9:00 Harry Ropke -- Joel Henning and Bob Myers
- 9:00 Rosemary Bell -- Booker Rice and Larry Barber

Thursday, December 3, 1970
- 9:00 Attia Bowmer -- Joel Henning and Bob Myers
- 1:00 Wiley Daniel -- Jeol Henning and Bob Myers

Friday, December 4, 1970
- 9:00 Thane Shacklette --
- 9:00 Harriet Baker --
- 9:00 Charlie Woodson -- Joel Henning and Bob Myers
- 9:00 Bill Horan -- Booker Rice and Larry Barber

The following schedule has been generated to have Focus teams and individuals write team and individual objectives:

Monday, December 7, 1970
- 1:00 Bloom School -- entire Task Force

Wednesday, December 9, 1970
- 1:00 Jones School -- entire Task Force

TASK FORCE SCHEDULE

December 7 to 16, 1970

Monday, December 7 -- 1:00 p.m. Jones Elementary

Team 1	Bea Henry, Minor Daniels, Ernie Gravatt, Diane Simison
Team 2	Jane Towery, Bob Myers, Booker Rice, Joyce Zimpleman
Team 3	Mary Ella Smith, Lambert Herman, Mattie Miles, Hughlyne Wilson
Staff	Mary Eliza Smith, Larry Burdon

Tuesday, December 8 -- 9:00 a.m.

DuValle	Joel Henning, Mary Eliza Smith
Parkland	Larry Barber, Booker Rice
Russell	Bea Henry, Lambert Herman, Hughlyne Wilson
Shawnee Jr	Mildred Dougherty, Bob Myers

Wednesday, December 9 -- 1:00 p.m. Bloom Elementary

Team 1	Jane Towery, Bob Myers, Booker Rice, Joyce Zimpleman
Team 2	Mary Ella Smith, Lambert Herman, Mattie Miles, Hughlyne Wilson
Team 3	Carrie Evans, Mary Eliza Smith, Larry Burdon, Mildred Dougherty
Staff	Bea Henry, Mary Eliza Smith

(Note: Bea's team may have to finish at Marshall, too)

Thursday, December 10 -- 1:00 p.m. Wheatley Elementary Contact: Mary Eliza

Team 1	Larry Barber, Joel Henning, Booker Rice
Team 2	Carrie Evans, Larry Burdon, Mildred Dougherty, Mary Eliza Smith
Team 3	Bob Myers, Jane Towery, Joyce Zimpleman
Team 4	Hughlyne Wilson, Lambert Herman, Mary Ella Smith
Team 5	Bea Henry, Minor Daniels, Diane Simison
Team 6	Booker Rice, Mattie Miles, Ernie Gravatt
Staff	omit

Friday, December 11 -- 1:00 p.m. Coleridge-Taylor Elementary Contact: Bob

Team 1	Mattie Miles, Larry Barber
Team 2	Joyce Zimpleman, Diane Simison
Team 3	Larry Burdon, Mildred Dougherty, Hughlyne Wilson
Staff	Minor Daniels, Jane Towery

PLF OBJECTIVES

Date: December 4, 1970

School: Coleridge-Taylor PLF: Charles Woodson

1. The average daily attendance of all students for the 1970-71 school year will be at least 90%.

2. The self-concepts of at least 50% of the students in Coleridge-Taylor will improve significantly, as measured by pre and post data.

3. Students enrolled in Coleridge-Taylor will experience success in self-directed learning, as measured by the increasing number of optional assignments and projects completed during specified periods of the project.

4. Students at Coleridge-Taylor will develop more positive attitudes of citizenship, as measured by a 50% reduction in the misuse of school equipment and materials.

5. Students at Coleridge-Taylor will learn to deal more constructively with authority, as measured by pre and post gain scores.

6. Students at Coleridge-Taylor will learn to settle personal disputes without overt hostile behavior, as measured by a 25% decrease in the number of conflicts with peers and staff.

7. At least 75% of the parents in Coleridge-Taylor will show a positive attitude toward school, as measured by a parent inventory questionnaire based on the Likert questionnaire.

8. At least 75% of the students in Coleridge-Taylor will show a positive attitude toward school, as measured by a teacher-made student questionnaire.

9. At least 50% of the students in Coleridge-Taylor will gain at least 1 full year in achievement in reading, and at least 75% will gain beyond expectation, based upon the past 2 years performance, as measured by standardized tests -- pre and post.

10. At least 50% of the students in Coleridge-Taylor will gain at least 1 full year in achievement in mathematics, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

11. At least 50% of the students in Coleridge-Taylor will gain at least 1 full year in achievement in social studies, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

12. At least 50% of the students in Coleridge-Taylor will gain at least 1 full year in achievement in science, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests -- pre and post.

13. Each team will produce a log of the strategies, techniques and activities utilized in carrying out their objectives, including the resources, or lack of resources, that contributed to or hindered their success.

14. Each team will produce interim objectives for each of the above long-term objectives.

15. To make contact with the community through parent visitation, Neighborhood House, et cetera, at least 6 times a month to explain programs and listen to parent concerns about goals for children's education.

16. To have 75% of the school staff make contact with the community through parent visitation, Neighborhood House, et cetera, at least twice a month to explain programs, offer resources to community and to listen to parent's concerns about goals for children's education.

17. To have a minimum of 3 one-hour conferences with each staff member at Coleridge-Taylor during the school year, at which time criteria for evaluation, evaluation, mutual areas of concern and achievement of team and individual objectives will be discussed.

18. To spend at least 1 hour a week in each team's class and to critique at least 1 hour with that team each month.

19. To have 100% of the individuals and teams in Coleridge-Taylor write objectives in the areas of students' cognitive, affective, and social development and in the area of their own professional development by December 11, 1970.

20. To produce and publish a list of priorities for the use of the PLF's time and energy in administrating Coleridge-Taylor School by January 4, 1971.

21. To have at least 1 full staff meeting at which at least 90% of the staff will be present per month at which information may be exchanged, mutual areas of concern discussed, et cetera, beginning December, 1970.

22. During the monthly staff meetings, the 3 teams will meet to discuss problems and problem-solving strategies for areas of conflict among teams.

23. To keep a daily log of critical incidents and a record of my interventions and contacts with teams and individuals.

24. To report to Bob Myers and Joel Henning at the end of each month what progress I am making in meeting these objectives.

CORRELATION OF 1970-71 SPRING READING ACHIEVEMENT SCORES AND SOCIO-ECONOMIC INDEX

CTBS (California Test of Basic Skills) administered in May, 1971

Median Grade Equivalents -- Grade 10 (Norm 50%)
Correlation Coefficient: $r = -.740$

Schools	Correlation	Achievement Scores
Atherton	6.4	63
Ahrens	38.7	21
Central	69.7	12
Iroquois	9.0	38
Male	53.9	39
Manual	35.6	26
Shawnee	38.7	24

APPENDIX C-7

Experimental Design and Run Sheets for Analysis of Data

TO: DEPARTMENT CHAIRMEN AND FOCUS/IMPACT SCHOOL STAFFS

FROM: J. FRANK YEAGER, CHAIRMAN OF SCHOOL OPERATIONS

SUBJECT: TASK FORCE ON DEVELOPING BEHAVIORAL OBJECTIVES

DATE: NOVEMBER 13, 1970

In recent weeks one of the more pressing questions being asked by an increasing number of personnel in the project schools and at the Central Office is, "What specifically are we trying to do?" Due to the diversity of our students, certainly no uniform answer is forthcoming nor should there be. However, it is clear that a need is emerging for individuals, teams, and total faculties to get a better handle on where they feel they want to be at the end of the school year. Clearly defined goals written in behavioral terms are more attainable than ambiguous hopes.

In light of this need, a working force is being formed across departmental lines to assist individuals, teams, and total faculties in Project schools to formulate long-range goals and behavioral objectives for the remainder of the school year. Your input into this process of establishing goals and behavioral objectives is considered to be most important. The role of the task force is to establish procedures ensuring completion of this task. In addition, the task force will provide input that reflects system-wide goals.

It is hoped the process of formulating system-wide goals and behavioral objectives (in Project schools) will be completed within sixty days. Mr. Joel Henning has been asked to chair the Central Office group on a full-time basis. He will work under the supervision of Mr. Robert Sanders, Chairman, Department of General Administration. Dr. Larry Barber, Mr. Milburn Maupin, Dr. Joe Atkins, and Mr. Jack Meisburg will consult with the task force since the efforts of this group will cut across these departmental lines. Each school should be contacted within the next few days and I request your assistance in aiding this task force.

TASK FORCE
ON
DEVELOPING BEHAVIORAL OBJECTIVES

NAME	DEPARTMENT
Larry Barber	Research and Evaluation
Joel Henning	Organizational Development
Larry Burdon	Vocational Education
Minor Daniels	Employee Personnel
Mildred Dougherty	Instructional Programs
Carrie Evans	Instructional Programs
Ernie Gravatt	Instructional Programs
Bea Henry	Instructional Programs
Lambert Herman	Instructional Programs
Mattie Miles	Instructional Programs/Services
Bob Myers	Organizational Development
Booker Rice	Instructional Programs/Services
Diane Simison	Research and Evaluation
Mary Ella Smith	Organizational Development
Mary Eliza Smith	Vocational Education
Jane Towery	Instructional Programs
Hughlyne Wilson	Employee Personnel
Joyce Zimpleman	Instructional Programs

2--Schedule for Task Force, December 7 to 16, 1970

Monday, December 14 -- 1:00 p.m. Carmichael Elementary Contact: Booker

Team 1	Carrie Evans, Larry Burdon, Mildred Jougherty, Mary Eliza Smith
Team 2	Bob Myers, Jane Towery, Joyce Zimpleman
Team 3	Hughlyne Wilson, Lambert Herman, Mary Ella Smith
Team 4	Bea Henry, Minor Daniels, Diane Simison
Team 5	Booker Rice, Mattie Miles, Ernie Gravatt
Staff	Larry Barber, Joel Henning

Tuesday, December 15 -- 1:00 p.m. Roosevelt Elementary Contact: Joel

Team 1	Larry Barber, Booker Rice
Team 2	Larry Burdon, Ernie Gravatt, Mattie Miles
Team 3	Minor Daniels, Bea Henry, Diane Simison
Team 4	Hughlyne Wilson, Mary Ella Smith, Lambert Herman
Team 5	Bob Myers, Joel Henning, Joyce Zimpleman
Team 6	Carrie Evans, Mildred Dougherty
Staff	omit

Wednesday, December 16 -- 1:00 p.m. Cotter Elementary Contact: Ernie

Team 1	Joel Henning, Booker Rice
Team 2	Larry Burdon, Carrie Evans
Team 3	Mary Eliza Smith, Mildred Dougherty
Staff	Ernie Gravatt

Engelhard Elementary Contact: Larry Burdon

Team 1	Joyce Zimpleman, Jane Towery
Team 2	Diane Simison, Minor Daniels, Bea Henry
Team 3	Mary Ella Smith, Mattie Miles
Team 4	Hughlyne Wilson, Lambert Herman
Staff	Larry Barber, Bob Myers

Don't forget --

1. School will be dismissed at 1:00 p.m. each day the Task Force is there.
2. Parents must be notified, and
3. Task Force meets each day at 12 noon before going to the schools except for Monday, December 7, when the meeting will be at 11:30. All meeting will be in sub-level except for Thursday, December 10, and Friday, December 11, when you can meet in Larry Barber's office.

MEMORANDUM

February 4, 1971

TO: Parkland Junior High School Staff

FROM: Joel Henning

SUBJECT: Behavioral Objectives Task Force

The following list shows the Task Force assignments for your teams when the Task Force visits your school Tuesday, February 9, 1971, at 1:00 p.m.

Team	Task Force Members
Staff	Larry Barber and Joel Henning
STAR Unit	Lambert Herman and Bea Henry
A and B	Carrie Evans and Diane Simison
C and D	Joyce Zimpleman, Bob Myers and Mattie Miles
E and F	Mary Eliza Smith and Mary Ella Smith
G and H	Jane Towery, Booker Rice and Mildred Dougherty
I and J	Ernie Gravatt and Minor Daniels
K and L	Larry Burdon, Billie Elliott and Charles Mathison

mlb
cc: Task Force Members

17. Throughout the remainder of the year, all children in the family will demonstrate their ability, to the teacher's satisfaction, to rote sing with a group, play at least 5 musical instruments, walk, run and skip to music, sing the diatonic scale and to listen and respond in their own way to recorded music.

18. We will attempt to increase the self concepts of 100% of our students by becoming less teacher-directed and allowing the students to be more inner directed. For example: during free period, we will allow students more choices of activities to participate in. A log will be kept of the increasing number of choices we will allow.

19. The above objective will be used to increase student attitude toward school.

20. Parental attitudes toward school will be improved by sending samples of each child's work home at least once each week.

21. A team log will be kept recording the use of resource personnel and materials and their relative effectiveness for the team.

INDIVIDUAL OBJECTIVES -- Team 1, Coleridge Taylor Elementary

Margaret Wright, Coordinating Teacher

1. To keep a daily log of teaching strategies implemented by teacher corps interns and staff teachers and make an evaluation of the effectiveness of these strategies, as measured by the achievement of pupils on teacher-made tests and standardized tests.

2. To develop competencies of teacher corps interns and paraprofessionals by demonstration teaching and by utilizing other resource persons.

3. To develop skills in interpersonal relationships so that all members of the team feel that they are an important part of the team.

Stuart Davenport, Teacher Corps Intern

1. By the end of each week I will have read 200 pages having to do with elementary education. This will be recorded in my journal.

2. I will write in my journal every night before supper.

3. 100% of the children will be more self-motivated, as measured by a check list kept each week. Their progress will be judged primarily by their own pride in what they have done and by their desire to further pursue an interest. It is not necessary that they show me their work, but that they consider their work their own and can evaluate it themselves.

4. I will not inflict my inadequacy on my children. This will be measured by how many times I think twice before reprimanding them. I will keep count. This will also be measured by success at keeping voice and temper together and down.

5. I will try very hard to think of the pupils before I worry about my ego and my team. My self-image as a teacher will improve 100% in my own eyes. This will be measured by teacher judgment.

INDIVIDUAL OBJECTIVES - Team 1, Coleridge-Taylor Elementary

Walter Ford, Jr., Paraprofessional

My goal is to read as many books as possible so I will have some type of knowledge to perform my job to the best of my ability as a paraprofessional, so I can teach the student to like school. I think if a student likes school, he will do his best.

Willie O. King, Paraprofessional

1. My objectives as a paraprofessional are to assist the teacher in any possible way I can to help her to carry out her daily activities which she has planned day by day. Also, to help the students that need help to motivate themselves to attain more knowledge.

2. My goals are to achieve as much knowledge as possible to be an intelligent person to try to get to a higher level in the education field some day. I hope to attend school again to further my education so I will be able to help some one in education.

Sandra Poe, Staff Teacher

1. I intend to try to ask,rather than demand, that children do work. I will try to keep a record of the times I demand to see if my record decreases.

2. I will try to listen to the ideas of the interns, to take a good look at both sides before expressing my opinion. I will keep a personal log of the conflicts which occur.

3. I will try to find many new approaches in math (through professional books and magazines), an area in which I feel weak and will keep a record of the new approaches and games which I find.

Dorothy Rhodes, Paraprofessional

1. To read 4 books on teaching methods and materials so that I might perform more efficiently as a paraprofessional.

2. To be of more assistance to the teacher in carrying out her daily plans.

3. To give individual help to students who can most benefit from this assistance.

Ellen Wooldridge, Staff Teacher

1. By June, 1971, 100% of my students will be more self-directed instead of teacher-directed. This will be accomplished by providing more opportunities to engage in independent activities. A log will be kept on the activities.

2. By June, 1971, 100% of my students will be more cooperative with his peers and with persons in authority and will show responsbility for his behavior. My goal is to become more involved with the students and to learn more from them. By listening more to them, I hope to show what respect and cooperation means. This will be measured by teacher judgment.

3. My goal is to learn more about the community in which my students live by June, 1971. This will be done by getting involved in at least 2 community activities.

INDIVIDUAL OBJECTIVES - Team 1, Coleridge Taylor Elementary School

__________________________, __________________________

As for my personal goals, "I would like to learn to prepare a beautiful Bullitin Board with my own ideals." "Also be able to make seat work for my reading group and beautiful games to go along with my redding lesson." This I hope to have accomplished by June, 1970-71.

TEAM OBJECTIVES

Date December 11, 1970

School Coleridge-Taylor PLF Charles Woodson

Team 2 Grade 3-4 Coordinating Teacher Joe Roach

Janice L. Bernauer, Teacher Corps Intern
Kathy Bartman, Staff Teacher
Clint Calbert, Teacher Corps Intern
Pearl H. Mitchell, Paraprofessional
Glenn Prezocki, Teacher Corps Intern
Rose Mary Samuels, Paraprofessional
Anne Springer, Paraprofessional

1. Terminal--By June, 1971, at least 75% of the 3rd graders will be able to divide 2-place numbers, as measured by a score of 70% on a teacher-made test.

   Interim--By February 28, 1971, at least 30% of the 3rd graders will be able to divide 2-place numbers, as measured by a score of 70% on a teacher-made test.

2. Terminal--By June, 1971, at least 50% of the 4th graders will have mastered long division skills, as measured by a score of 70% on a teacher-made test.

   Interim--By February 28, 1971, 75% of all students will be able to demonstrate mastery of borrowing and carrying 2- and 3-place numbers in addition, subtraction and multiplication, as measured by a teacher-made test.

3. By June, 1971, 50% of the students should be able to read and carry out directions written on their instructional level with 70% accuracy, as determined by the teacher.

4. Terminal--By June, 1971, 80% of the children currently reading in books 1-5 of the Project READ series should be able to identify words containing consonants and vowels with 80% accuracy, as measured by a teacher-made test.

   Interim--By February 28, 1971, 60% of the children reading in books 1-5 and above should be able to identify independently words containing consonant blends and long and short vowels with 60% accuracy, as measured by a teacher-made test.

   Also, by February 28, 1971, 80% of the children reading in books 7-12 will be able to master content clues with 70% accuracy, as measured by teacher-made tests.

5. Terminal--By June, 1971, 50% of the 4th grade children will score at least 70% on a vocabulary test taken from the Magic Word, a 4th grade level reader.

   Interim--By February 28, 1971, 25% of the 4th grade children will score at least 70% on a vocabulary test taken from 8 selected stories.

6. Terminal--By June, 1971, 75% of the 3rd graders will be able to identify at least 15 community workers and their roles, categorize 3 classes of foods and their geographic sources, 3 types of clothing materials and their sources, 2 concepts of cultural geography, and 3 concepts of transportation, as measured by a score of 70% on a teacher-made test.

Interim—By February 28, 1971, the 4th graders will have reviewed and mastered the following concepts with 75% accuracy on a teacher-made test: 15 community workers and their roles, 3 basic foods categories and their sources, 3 sources of clothing materials, 2 concepts of cultural geography and 3 sources of transportation.

7. By June, 1971, 75% of the 4th graders will be able to relate to teacher satisfaction 3 concepts of the earth in the solar system and demonstrate their ability to use 10 map skills, as measured by a teacher-made test.

8. By June, 1971, 75% of the 4th graders will be able to demonstrate knowledge of all of the capital letters, 10 types of punctuation, 3 types of sentence structures, 4 types of dictionary skills and 4 parts of speech, as measured by achieving a score of 70% on a teacher-made test.

9. By June, 1971, 90% of all students will have demonstrated their knowledge of 5 physical fitness skills by achieving a passing score on the May, 1971, Physical Fitness Test.

10. By June, 1971, all 3rd and 4th graders will improve in good sportsmanship, as measured by a decrease in the number of fights, an increase in teamwork and a decrease in observed incidents of unsportsmanlike conduct during sporting events, as measured by a teacher checklist.

11. By June, 1971, 75% of all 3rd and 4th graders will demonstrate an increase in positive self concept, as evidenced by an increase in the number of tasks completed, an increase in the number of positive verbalizations when given assignments and increased academic success, according to teacher records.

12. At least 75% of all students will have completed at least 1 art project (painting, papier mache; etc.) by February 28.

INDIVIDUAL OBJECTIVES:

Joe Roach Coordinating Teacher

1. By January 8, 1971, we will have rescheduled our Project READ Program so as to meet some of our objectives in the area of language arts with special emphasis on correlating the English skills. This will involve at least 95% of the students.

2. By February 28, 1971, at least 80% of our children will be participating in a program of scheduled music and art. At present I feel that only 25% of the family is participating.

3. By February 28, 1971, all student groups will be working with each team member, participating in some form of group discussion at least 2 times each week. The discussions should be an outgrowth of child-centered experiences.

Janice L. Bernauer Teacher Corps Intern

1. In June, 1971, my students will exhibit a clear understanding of, and ability to work with, 90% of the concepts and skills advanced in their subjects. This will be evaluated by teacher-prepared comprehensive concept and skill testing.

2. In June, 1971, my students will exhibit a greater degree of self-motivation and self-guidance and a greater confidence in personal self-expression and creativity.

3. In June, 1971, my students will exhibit a more active participation in the true spirit of the pursuit of learning. These 2 goals will be evaluated by observing the student's actions during definite weekly free periods, as well as by regular classroom observation.

4. In order for me to gain the information necessary to know how and when to aid my students in the above, I will devote more time each day to conscious observation of each student's level of skill development with and concept knowledge of that day's material.

5. I will also spend some definite time each week in individual work sessions with each of my students.

6. Using the knowledge gained from my general observation and from the individual work sessions, I will keep a weekly record of each student's progress in:
    1. the subject area
    2. self-motivation, confidence in self-expression, self-guidance and
    3. active participation in the spirit of learning.

7. In order to encourage these 3 goals with my students, I will spend more time in preparing interesting and challenging lessons and activities.

8. I will act on my belief that there is no one way to learn anything and will offer the students several choices on the means of learning a particular thing.

9. I will offer clearer and less offensive guidance to my students.

10. I will offer my students more opportunities to learn on their own and to express themselves in their own way.

11. And finally, to aid me in accomplishing the above 3 goals, I will read either 1 book or 2 magazine articles per week and keep a card file of ideas and materials that I can refer back to.

Kathy Bartman Staff Teacher

1. By the end of the year, I would like to learn more about teaching in general and team teaching in particular through experimentation with new techniques, observation and research.

2. By May, 1971, I would like to have at least 50% of my 25 4th graders developing a better self-concept and respect of others, as measured by a decrease in bad language, fights, and vandalism and by an increase in completing assignments successfully.

Kathy Bartman - continued

3. I hope to gain more expertise in social studies through experimentation, observation and research in the field.
4. By February, 1971, I would like to have 90% of my 25 4th graders show a mastery of carrying and borrowing in addition and subtraction and place value, as shown by a score of 75% on a teacher-made test.
5. By the end of the year, I hope to overcome at least 85% of my personal problems with my children and the other staff members in the school.

Clint Calbert Teacher Corps Intern

1. To develop by June, 1971, a better relationship with parents, as witnessed by a decrease in the number of complaints from parents.
2. To have by the end of February, 1971, 100% of the family experiencing at least 1 ice skating trip on Saturdays.
3. By the end of March, 1971, to have 80% of my group complete a science or social studies project.
4. By June, 1971, to have an increase in student creativity, as demonstrated by an increase in the number of creative writings turned in.

Pearl H. Mitchell Paraprofessional

1. I would like to see the children that are in Project READ book 1-5 master vowel sounds and consonant blends and be able to read and spell 3-5 letter words by the end of the school year.
2. I would like the school to have full cooperation of parents concerning discipline of their children by the end of the school year.
3. I would like all parents to have a full understanding of Project Focus, what it is and what it can do for children.

Glenn Prezocki Teacher Corps Intern

1. To gain more training in the use of different art materials and to be able to evaluate the work of the students with some degree of accuracy.
2. To keep a log of critical incidents with students.
3. To be able to handle conflict between students in a more diplomatic manner as measured by a decrease in the number of times she sent students to the office.
4. To try to work more with other parts of our team thereby working with more students in our family.
5. To try to have 90% attendance throughout the school year.
6. To try to increase the number of contacts with supportive personnel in the school.

Rose Mary Samuels   Paraprofessional

1. My first objective is in regard to the team. I do not believe that our present set-up of almost exclusive involvement with 1 specific group of pupils for each team member is the most effective use of personnel. Though there are some advantages, such as schedule flexibility, there are some serious disadvantages, the most crucial being, I think, divisivness. Therefore, my first objective is to propose to the group that we consider re-organization of our entire modus-operandi, for the purposes of increased co-operation and involvement within the team and family, more effective use of personnel and exposure of children to several different adults throughout the school day.

2. As things now stand, however, I am working primarily with 1 group of 10 slower 4th graders and must formulate objectives with these children in mind. These children still need to understand place value and number sequence of higher numbers. This, along with mastering addition and subtraction facts, constitutes an interim objective. By February 23, 1971, 60% of them should be able to read, write and understand the concept of 4-place numerals and give the number sequence for 4-place numerals with 70% accuracy. Also by that time, 70% of them should know subtraction and addition facts with 70% accuracy on a teacher-made test.

3. If possible, I intend to schedule 15 minutes per day of concentrated individual attention on 1 boy to bring him up to the level of the group (at least to Book 1).

4. Increased consideration for others (less name calling, squabbling, pencil stealing).

5. Better work habits (more completed assignments, more attention to instructions, less frequent calls for help).

Anne Springer   Paraprofessional

1. By the end of the year, I hope to have overcome all of my personality clashes with a few of the children.

2. By the end of the year, they will have learned more than just book knowledge from Project Focus--such as respect for others, self-respect, self-motivation, et cetera. These are the things I am working for and am more concerned with.

SUPPORTIVE STAFF
Date: December 11, 1970

School: Coleridge Taylor PLF: Charles Woodson

Clara Farley, Librarian
Ernestine Mason, E M H Teacher
Lizella Pye, E M H Teacher
La Verne Rowland, Reading Improvement Teacher
Doris Yocum, Counselor

INDIVIDUAL OBJECTIVES -

Clara Farley, Librarian

1. By May 15, 1971, I will have contacted at least 75% of the teaching staff in order to assist them in planning research activities for their students and/or specific units of work and to make available to them as many aids as possible (books, audio-visual, et cetra). I will maintain a log of these activities and materials suggested.

2. Given at least 1 hour per week of instruction time by the librarian, at least 75% of the children in such programs will, to the librarian's satisfaction:

   a. demonstrate use of the Card Catalog,
   b. locate at least 4 divisions of books, ie, fiction, non-fiction and reference,
   c. identify at least 8 kinds of reference materials, and
   d. demonstrate the use of at least 5 types of reference books.

   All will be recorded by a checklist for each child.

3. From December 14, 1970, until February 23, 1971, I will be available from 2:00 until 4:00 p. m. on Tuesday and Thursday to any staff member who wishes help in acquiring more skill in the use of the library and of audio-visual materials. I will maintain a log of the number of staff members who use this service and a record of materials requiring repair.

4. I will endeavor, by personal contact and individual suggestion, to bring about an increase in library skills, knowledge of materials and a desirable love for books by the Coleridge-Taylor students. This will be evaluated by an increase in the use of both books and materials as shown by library records.

5. I will critique at least once a month with each team to assure the future role of the library in the Focus Project, as recorded in my personal log.

6. To provide materials on opposing sides of controversial issues, I shall acquire books with opposing points of view (such as in the social science area--democracy versus communism).

7. I will endeavor to provide library materials that will enrich and support the curriculum, as evaluated by the increased use of these materials. Additionally, I will increase by at least 25% the books relating to the skills and achievements of Blacks.

8. I will publish supplements of the already issued brochure of any important materials or visual aids as they come to the library.

INDIVIDUAL OBJECTIVES -

Ernestine Mason, E. M. H. Teacher

1. Terminal--By the end of the 1970-71 school year, 50% of the class will be reading at 3.0 grade level and the remaining 50% at least at 1.0 grade level as measured by a standardized reading test.

   Interim--By February 26, 1971, 50% will be reading at 2.4 level, as measured by a teacher-made test.

2. By the end of the school year, 50% of the class will be able to perform 2-place additions with regrouping, 2-place subtraction without regrouping and multiplication through the 6 table with 80% accuracy, as measured by a teacher-made test.

3. Terminal--By the end of the school year, 75% of the class will be able to tell time as demonstrated in a teacher-made test.

   Interim--By February 26, 1971, 40% of the children will be able to tell time.

4. By the end of the school year, at least 25% of the children will be able to:

   a. identify at least 12 seeds
   b. name at least 4 parts of plants, and
   c. name at least 4 plant classifications, as measured by a teacher-made test.

5. By the end of the school year, at least 25% of the children will be able to:

   a. name the 4 seasons and give verbally at least 2 related facts, and
   b. read a thermometer to the teacher's satisfaction.

6. Emphasis will be placed on the child and his relation to the community. To achieve this:

   a. there will be at least 15 minutes each day devoted to a review of the news related to the community and the child,
   b. we will visit the library for film strips and/or stories relevant to citizenship at least twice weekly, and
   c. we will make at least 1 field trip and/or invite 1 community resource person each week. A log will be kept of these activities.

7. A rating scale of behavior pertinent to self concept will be devised with the assistance of the counselor and administered by January 15, 1971, and again by February 26, 1971, and June 1, 1971. There will be significant positive changes in at least 75% of the children.

8. Each child will have a personal chart made visible to him his progress and achievement.

9. During the school year, each child will have at least 1 success experience on at least 80% of the school days, as recorded on checklist 1.

INDIVIDUAL OBJECTIVES -

Lizella Pye, E. M. H. Teacher

1. Terminal--By the end of the school year, at least 50% of the students at the 3rd and 4th grade levels will be able to read at least at 1.4 level, as measured by a teacher-made test.

   Interim--By February 23, 1971, at least 25% will be at 1.0 reading level and an additional 50% will be in reading readiness work, as measured by a teacher-made test.

2. Terminal--By the end of the school year, at least 50% of the children will be able, with 80% accuracy on a teacher-made test, to do 1 place addition and subtraction and will be able, to the teacher's satisfaction, to demonstrate an understanding of the relationship of pennies, nickels, dimes and quarters. The remaining 50% will at least be able to count with 100% accuracy at least 10 concrete objects.

   Interim--By February 23, 1971, at least 50% of the children will be able to do, with 80% accuracy on a teacher-made test, 1 digit addition.

3. Terminal--By the end of the shcool year, at least 75% will be able, with 100% accuracy, to identify 6 colors and demonstrate to the teacher's satisfaction the use of scissors.

   Interim--By February 23, 1971, at least 50% will be able to identify 6 colors and at least 40% will be able to demonstrate, to the teacher's satisfaction, the use of scissors.

4. My class will maintain throughout the year at least 95% daily attendance as shown by the class register. To accomplish this, I will, as shown by my personal log:

   a. involve the children in making the room attractive and allow them to decorate the room in accordance with their taste,

   b. personally greet at least 90% of the children as they arrive at school and positively reenforce their coming, and

   c. wherever possible, telephone those students who are absent. A log will be kept indicating calls made.

5. The self concept of 90% of my students will improve, as measured on a teacher-made rating scale administered in January, 1971, and again in May, 1971. To accomplish this I will:

   a. compliment each student at least once a day,

   b. encourage them in their accomplishment by assisting each child to keep a personal achievement chart, and
   c. develop a warm and accepting classroom climate.

INDIVIDUAL OBJECTIVES -

LaVerne Rowland, Reading Improvement Teacher

1. All children in the Reading Center will be evaluated by comparison of form A of the Gates-McGinitie Revised Reading Test administered in October, 1970. Form B of the same test is to be administered in April, 1971. In this interval the achievement gained will be as follows:

   a. 60% of the 2nd grade students will gain at least 6 months, as measured by Level A tests:

   b. 95% of the 3rd grade students will gain at least 6 months, as measured by Level B tests;

   c. 50% of the 4th grades will gain at least 6 months, as measured by Level C tests;

   d. Of the 3 5th grade students, one will gain at least 8 months, the second, at least 6 months, and the 3rd, at least 4 months.

2. In order to provide success experiences for these children, each child will have his own bar chart to make visible to him his progress. The material chosen will be gauged so that each child will score at least 45 correct out of a possible 48 items.

Doris Yocum, Counselor

1. The average daily attendance of all students at Coleridge-Taylor School for the 1970-71 school year will be at least 90%. To help achieve this I will:

   a. greet at least 90% of the student body by name each time one is met,

   b. telephone every child who is absent from school for more than 2 consecutive days,

   c. chat casually with every child after he returns to school from any absence,

   d. telephone every child who has had a record of heavy absence or truancy if he is absent,

   e. visit every child who is absent for more than 4 consecutive days,

   f. visit every child who is hospitalized for more than 2 days,

   g. have a conference with parent and child who is known to be a truant or who has shown a weekly absence pattern, and

   h. have children with attendance problems drop by daily for a chat.

2. The average daily attendance of the lowest 10% of the attendance problems for Coleridge-Taylor school during the 1969-70 school year will show at least a 30% improvement during the 1970-71 school year. To accomplish this I will:

   a. employ strategies a-h given for Objective 1, and

   b. have individual counseling sessions of at least 20 minutes per week with children who are considered attendance cases by the team, school social worker and counselor.

INDIVIDUAL OBJECTIVES -

Doris Yocum, contd.

Records will be maintained in my personal log.

3. The average daily tardiness at Coleridge-Taylor School will show a 50% improvement during the school year 1970-71 as compared to the 1969-70 school year. To achieve this I will:

   a. greet children as they come to school each morning,

   b. spend at least 3 mornings per week on the street and playground greeting those who arrive after 8:30 a.m.,

   c. telephone parents or children who have been tardy at least once a week,

   d. have conferences with parents of children who have already been tardy more than 5 times,

   e. have individual or group counseling sessions of at least 20 minutes every 3 weeks with tardiness cases, and

   f. have children who have had a record of tardiness drop by to see me before school each morning.

   Records will be maintained in my personal log.

4. The self-concepts of at least 50% of the students in Coleridge-Taylor School will show improvement, as measured by pre and post data of the C.P.Q. and E. S. P. Q. To achieve this I will:

   a. know at least 90% of the student body by name and be able to discuss with each child something about his interests, concerns, achievements, family, et cetra, whenever the child is seen,

   b. give praise and support for accomplishments whitin the team during daily visits of at least 15 minutes to the classroom area,

   c. display pictures and writing articles to publicize children who are making some type of contribution to the community or school, and

   d. have individual or group conseling sessions of at least 30 minutes every 2 weeks for children who are having peer-group problems.

5. Students at Coleridge-Taylor School will learn to settle personal disputes without overt behavior, as measured by a 25% decrease in the number of conflicts with peers and staff reported to the office. Strategies used for the development of self concepts will be used.

6. At least 70% of the students at Coleridge-Taylor School who have known physical or psychological problems, as diagnosed by health aide, school nurse or psychologist, will receive treatment by the proper agency during the 1970-71 school year as shown by record.

   The following strategies will be utilized:

   a. diagnosing of defects will be done by routine health screening procedures by teacher or by self-referral to school nurse or psychologist;

   b. parents of children who need care will be contacted to have a conference about the problem;

INDIVIDUAL OBJECTIVES -

Doris Yocum - contd.

c. a referral will be made to the proper agency if the parent does not want to consult a private physician; and

d. follow-up of all referrals will be made to make sure necessary treatment has been received and recording pertinent data on school records has been done.

Records of these activities will be maintained.

7. Students at Coleridge-Taylor School who have been self-referrals to the counselor or school nurse at least weekly for reasons of dizziness, stomach aches, headaches, et cetra will show a 50% reduction of such referrals by the end of the 1970-71 school year.

To achieve this I will:

a. have conferences with parents to inform them of the self-referrals and to request that immediate medical attention be secured;

b. make referral to the proper agency if the parent does not want to consult a private physician;

c. make follow-up to be sure if there is need for medical attention record data on proper school records, and see that treatment is received; and

d. have individual or group counseling sessions of at least 30 minutes every 2 weeks for children who have been seen by a physician and of not have a medical problem.

A record will be maintained in the log.

8. Students at Coleridge Taylor School will develop more positive attitudes of citizenship as measured by a 50% reduction in the misuse of the school building, school equipment and materials.

To achieve this, I will:

a. take photographs of destroyed equipment, destroyed property, defaced walls, littered floors, et cetra, and take photographs of properly cared for things to display and to use as the basis for group guidance classes, and,

b. have individual and group counseling sessions of at least 30 minutes every 2 weeks with students who have been referred to the counselor about vandalism.

A record will be maintained.

9. At least 1 hour per week will be spent in each team's class to observe children or to work with individual children. Records of these visits will be kept in a log.

10. At least 3 afternoons per week will be spent critiquing with teams who request it. Log record will be kept.

INDIVIDUAL OBJECTIVES-

Doris Yocum, contd.

11. At least 1 afternoon per month will be spent meeting with leaders of community agencies to discuss community resources, problems, or ways the school and agency can work for the support of a particular family. Log records will be kept.

12. At least ½ hour per week will be spent in conference with the community coordinator discussing ways the counselor can work more with particular families. Log records will be kept.

13. At least ½ hour every week will be spent with P.L.F. discussing ways the counselor can work with particular problems. Log records will be kept.

14. At least 5 minutes per week will be spent with the Public Health nurse discussing children with health problems. Log records will be kept.

15. At least 5 professional books on counseling techniques, group dynamics, child development, et cetra, will read during the school year. An annotated bibliography will be kept.

APPENDIX D-3

Objectives Prepared by Parkland Junior High School

TEAM OBJECTIVES

Date: December 11, 1970

School: Coleridge-Taylor PLF: Charles Woodson

Team 3 Grade 5,6 Coordinating Teacher: Guy Wigginton

John Beckham, Teacher Corps Intern
Lyn Bruner, Teacher Corps Intern
Richard Buckner, Paraprofessional
Geraldine McCall, Staff Teacher
Rolf McEwen, Teacher Corps Intern
Gwendolyn Pool, Paraprofessional
Irmagene Sawyer, Paraprofessional
Laura Tranis, Paraprofessional
Ronald Wallach, Teacher Corps Intern

1. Terminal--At least 50% of students will gain 1 full year in reading skills, as measured by pre and post standardized tests given in September, 1970 and April, 1971.

   Interim--Given instruction in Project Read, 90% of the students will progress through 4 reading skills books by February 26, 1971. Criterion of minimum acceptable performance will be the completion of 16 in-book tests with 90% accuracy. A second criterion will be the oral reading of a passage in the 4th book. Standard of acceptable performance will be determined by the teacher.

2. Terminal--At least 50% of pupils will gain 1 full year or more in mathematics, and at least 75% will gain beyond expectation, based upon the past 2 years' performance, as measured by standardized tests--pre and post.

   Interim--By February 26, 1971, the students will take a teacher-made test in addition, subtraction and multiplication of whole numbers as follows:

addition	any number of digits
subtraction	4 digits
multiplication	2 digits

   There will be 10 problems altogether. At least 50% of the children will score a minimum of 60% on the test.

3. Terminal--At least 50% of students will gain at least 1 full year in social studies, as measured by the standardized tests--pre and post.

   Interim--At least 50% of the students will complete 1 or more written self-initiated projects by February 26, 1971. Criterion of minimum acceptable performance will be the judgment of the teacher.

4. Terminal--At least 50% of the students will gain at least 1 full year in science, as measured by the standardized tests--pre and post.

   Interim--By February 26, 1971, 80% of the students will submit written evidence of independent research on subjects of their individual choice. Criterion of minimum acceptable performance will be the judgment of the teacher.

5. Terminal--At least 75% of the parents in Coleridge-Taylor will show a positive attitude toward the new program, as measured by a parent inventory questionnaire.

   Interim--At least 30% of the parents will show a positive attitude toward school, as measured by a team-designed questionnaire sent home during 1 week of February, 1971.

6. Terminal--By June, 1971, the social awareness of 80% of the students will be enhanced to a level which will enable them to verbalize on a variety of topics, such as current events. Criteria of minimum acceptable performance will be the judgment of the teacher based on observation and teacher-made tests.

   Interim--In the week of February 26, 1971, at least 80% of the students will show awareness of events outside the home neighborhoods by participating activity in a classroom making at least 1 comment on local and national events. The criterion of minimum acceptable performance will be the judgment of the teacher based on observation and, possibly, on an audio tape of the discussion.

7. Terminal--By June, 1971, 75% of the students will develop more positive attitudes about citizenship and conduct. The criterion of minimum acceptable performance will be a reduction in instances of complaints, arguments, and fights. A written count will be kept of such cases.

   Interim--By periodic checks and tabulations to be carried out in the months of December, 1970 and February, 1971 will show a reduction in the number of cases of complaints, arguments and fights.

8. Terminal--At least 75% of the students will experience success in self-directed learning, as measured by the increasing number of optional assignments and projects completed during specified periods of time.

   Interim--See interim objectives 3 and 4.

9. Terminal--The self concepts of at least 50% of the students in grades 5 and 6 of Coleridge-Taylor School will improve significantly, as measured by pre and post data.

   Interim--Weekly surveys of the student's perception of his successes and failures will be conducted from January 3 through February 26, 1971. At least 50% of the students will show improvement in their self-concepts, as measured by results of the weekly surveys.

10. Terminal--The average daily attendance of all students for the 1970-71 school year will be 90%.

    Interim--By February 26, 1971, the average daily attendance will be 90% of the students enrolled.

PARKLAND JUNIOR HIGH OBJECTIVES

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PLF OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

1. Personnel Problems

   Starting December 8, 1970, I will increase supervision of teams; I will observe and work with each team at least one hour per week. During this time, I will attempt to be a resource to that team, and I will provide a critique relative to their functioning as a team. A log will be kept of the number and date of each visit and the type of intervention made with each team.

2. Starting December 8, 1970, I will begin to help teachers and teams identify curriculum materials and supplies that are necessary to provide a strong curriculum program for the children. I will show teachers and teams how to use these materials and supplies in an optimal manner. I will also provide a list of available resources and people that appear to be beneficial to Parkland School. A log will be kept of the number and types of interventions I make, the number and type of resources I provide the teams and the number and type of resources the teams request.

3. Starting December 10, 1970, a parent volunteer work program will be established. The principal will develop a list of activities that parents could help with; an effort will be made to solicit parent help through Mr. Summerfield's office. A record will be kept of the number of parents who provide volunteer services and the type of services they provide.

4. Starting Friday, December 11, 1970, I will begin to work with my School Improvement Committee. I will present them with a request to identify the needed changes and improvements in the physical plant grounds.

   Please note this direction on my part is a request identify what must be done in a school beautification effort and not how it is to be done. This final decision is to be left to the School Improvement Committee. The membership of this committee will be composed of teachers, students, parents, custodial staff and lunchroom staff.

5. Starting December 14, 1970, I will meet the Activities Committee and present a request for them to begin to identify extra-curricular activities that could be conducted in Parkland School during and after school hours.

   When this list is established (no later than Friday, January 15, 1971), an all-school election will be held to allow students to determine which activities they would participate in.

   At the time the activities are identified, am implementing set of objectives will be established.

TEAM OBJECTIVES

DATE: December 11, 1970

School: Coleridge Taylor PLF: Charles Woodson

Team 1 Grades 1 and 2 Coordinating Teacher: Margaret Wright

Stuart Davenport, Teacher Corps Intern
Walter Ford, Jr., Paraprofessional
Willie O. King, Paraprofessional
Sandra Poe, Staff Teacher
Dorothy Rhodes, Paraprofessional
Ellen Wooldridge, Staff Teacher

1. Terminal--The top 20% of our students will at least have completed to mastery Book 5 (Sullivan Program) by June, 1971, and will also have decoding skills that will allow them to decipher new words, as measured by progress tests and teacher-made tests.

   Interim--The top 20% of our students will have completed, with mastery, at least the first half of Book 2 (Sullivan) by February 23, 1971.

2. Terminal--10% of our students will at least have completed to mastery Book 4 (Sullivan) by June, 1971, and will have decoding skills that will allow them to decipher new words, as measured by progress and teacher-made tests.

   Interim--10% of our students will have completed to mastery Book 1 (Sullivan) by February 23, 1971.

3. Terminal--33% of our students will at least have completed to mastery Book 3 (Sullivan) by June, 1971, and will have demonstrable decoding skills for new words, as measured by progress tests and teacher-made tests.

   Interim-- 33% of our students will have completed to mastery at least Book D (Sullivan) by February 23, 1971.

4. Terminal--10% of our students will have at least completed with mastery the material up through and including the first half of Book 3 (Sullivan) by June, 1971.

   Interim--10% of our students will have completed to mastery at least Book C (Sullivan) by February 23, 1971.

5. Terminal--27% of our students will have completed to mastery at least Book 2 (Sullivan) by June, 1971.

   Interim--27% of our students will have completed to mastery at least Book B (Sullivan) by February 23, 1971.

6. Terminal--33% of the children will be working at least at grade level 3.3 (Houghton Mifflin Math Program) and will be working on additional teacher-selected material by June, 1971, as measured by achievement tests.

   Interim--33% will have successfully completed all material through the first half of Chapter 6 (Houghton Mifflin) by February 23, 1971.

7. Terminal--25% of the children will have successfully completed at least 2.8 grade level (Houghton Mifflin) by June, 1971, as measured by achievement tests.

   Interim--25% will have successfully completed at least Chapter 4 (Houghton Mifflin) by February 23, 1971.

8. Terminal--25% of the children will have successfully completed the Houghton Mifflin material to at least 2.5 grade level by June, 1971, as measured by achievement tests.

   Interim--27% of the students will have successfully completed at least Chapter 3 (Houghton Mifflin) by February 23, 1971.

9. Terminal--15% of the children will have successfully completed the Houghton Mifflin math material to at least 2.5 grade level by June, 1971, as measured by achievement tests.

   Interim--15% will have successfully completed at least Chapter 4 in the Houghton Mifflin material first grade by February 23, 1971.

10. Terminal--80% of our students will have successfully mastered cursive writing to teacher satisfaction by June, 1971, as measured by team judgment.

    Interim--80% will have mastered cursive writing in lower case letters by February 23, 1971.

11. The remaining 20% will have mastered manuscript writing to teacher satisfaction by June, 1971, as measured by team judgment.

12. Terminal--90% of the children will be able to identify at least 10 community helpers and their functions to teacher satisfaction by June, 1971.

    Interim--90% will be able to identify and explain the functions of at least 6 community helpers to teacher satisfaction by February 23, 1971.

13. Terminal--By June, 1971, 75% of our students will have developed some understanding of and skill in the scientific processes of observation, hypothesizing, classifying, experimentation and research, as measured by teacher-produced evaluations.

    Interim--100% of the students will have at least beginning skills in the scientific process of observation, hypothesizing, classifying, and experimentation by February 23, 1971, as measured by teacher-made evaluations.

14. The remaining 25% will have all the skills identified in Objective 13, except for research, by June, 1971.

15. 90% of our children will know and be able to participate in at least 15 games by June, 1971, as measured by teacher judgement.

16. 90% of our children will be able to use various media, such as clay, cut paper, paint, crayons, et cetera, with confidence that they can achieve a creative act to their satisfaction. Teacher judgment will be used in addition. 90% of the children will be able to create 1 product in each media by June, 1971.

INDIVIDUAL OBJECTIVES:

Name: Guy Wigginton Position: Coordinating Teacher

1. I will call or visit parents of discipline problems by February 11, 1971. A written record will be kept as evidence of all calls and visits.

2. I will give a test in mathematics to determine if each child has mastered basic processes in multiplication, addition, subtraction and division by February 23, 1971. An oral report will be presented to the members of my team.

Name: John Beckham Position: Teacher Corps Intern

1. I will take students on field trips each weekend between now and February 26, 1971, to expose the various life styles that exist outside their domain.

2. I will conduct tutoring sessions in math for a period of about 15 minutes each day after school for those seeking assistance.

Name: Lyn Bruner Position: Teacher Corps Intern

1. I will continue to take the children on Saturday field trips.

2. I will attempt to increase my competency in math by attending 90% of winter semester math classes.

3. I will fulfill my job wherever the team interim or terminal objectives need participation.

Name: Richard Buckner Position: Paraprofessional

1. I will establish a meaningful relationship between teacher and student and between pupils to enable us to begin to work together with mutual respect.

2. I will determine the reading level of each student in my group and will give added emphasis to those who need more help.

Name: Geraldine McCall Position: Staff Teacher

1. I will try to develop, with maximum speed and comprehension, the reading level of my children by February 19, 1971.

2. I will contact my parents as to the attitudes of the students towards their work, keep a record and report weekly to team members.

Name: Rolf McEwen Position: Teacher Corps Intern

1. I plan to expose the students to various options providing the students with freedom of choice by January 11, 1971. The results will be given orally to the team.

2. I will provide materials and resources, such as typewriters, cash registers, television sets, radios, movie projectors and tape recorders, that will allow for independent work of personal interest. Results will be given orally to the team.

Name: Gwendolyn Pool Position: Paraprofessional

1. I would like to see more use of consonant blends, letter sounds, vowels (long and short), writing and word games.

2. I intend to keep a personal record on each student I have. I would like to find a way to make them more interested in what they are doing. I also intend to have more spelling, word games and board work with them.

Name: Irmagene Sawyer Position: Paraprofessional

1. My individual objective is to take time for educational courses at the University of Louisville next semester that I might be better able to help the students in their subjects.

Name: Laura Tranis Position: Paraprofessional

1. In Project READ I would like my students to know the vowel sounds, the consonant sounds and the consonant blend sounds by February 23, 1971.

2. I would like to see them complete 3 more books by February 23, 1971.

3. I would like to see them able to comprehend more (half as much) of their work by that time.

Name: Ronald Wallach Position: Teacher Corps Intern

1. I will aid my children in producing an original musical play using the dances and music that the children love. Hopefully, this production will be mounted in February, 1971.

2. I will try to visit the homes of my best students and my worse students (best and worse in both behavior and academic matters) to find out about home life and to show both parents and children that teachers are friends and are interested. A journal of visits will be kept.

3. I will try and establish relations with Central High School to establish a neighborhood drama group.

4. I will try and become proficient in teaching mathematics by reading methods, books and attending university classes.

5. I will try to encourage 100% of my students in social studies and science to do a self-initiated student-directed project, as evidenced by reports on paper, done artistically or constructed.

6. I will try to construct a unit on urban and earth pollution that will involve children in making films, plays, reports and investigations about pollution.

TEAM OBJECTIVES

Date: February 22, 1971

School: Parkland Junior High PLF: Robert Walker

Team: A Grade: 9 Coordinating Teacher: Mrs. Carolyn Johnson

Ruby Clifford, Paraprofessional
Robert Hanley, Physical Education
Paul Heid, Math and Science
Carolyn Johnson, English
Ed Korphage, Social Studies
Anna Murray, Paraprofessional
Beatrice Nesbutt, Paraprofessional
Faye White, Home Economics

1. Following individual counseling with students who are irregular in attendance, by June, 1971, 85% of the students will be present five days a week. Evidence will be in the attendance records.

2. Following individual counseling with students who are habitually tardy at the beginning of the school day, there will be ten fewer tardy students during the last month of school as compared to January, 1971. Attendance records will furnish evidence.

3. After direct instruction in how to follow written and oral directions and directed practice in applying principles learned, students will show greater independence in these ways:

   A. In a given period, there will be two or three fewer students coming to the desk for help on tasks explained earlier.

   B. There will be an increase in the number of completed papers turned in during a given week.

   Evidence will be supplied through observation and records kept by designated staff members. Records will be kept during two days set aside for observation during February or March, 1971, of the number of students coming to the desk for help. A similar observation will be recorded during late May, 1971. Results will be compared.

   The percentage of papers completed in a given class will be figured for one week in March, 1971. A similar record will be kept for the same class for one week of May, 1971. Results will be compared.

4. A definite plan for recognizing in the classes work well done will be followed. At least 10% of the students will show an improvement in self-concept by:

   A. Volunteering one or more times to work on an extra assignment.

   B. Volunteering to work on a bulletin board or display for the class or school.

English -- Carolyn Johnson

5. Students will receive direct instruction in the independent use of the SRA Reading Lab and the Action Kit. Increased independence in their use will be shown by a reduction of five students requesting help in a given two day period in late May, 1971, with no loss in amount of work completed or in accuracy.

6. Mrs. Carolyn Johnson, teacher -- Students will choose a topic of interest to them and will write a short paper about the topic using two or more sources in the library. Instruction and practice will be given in note taking, using the card catalog, locating materials in the library, and in weaving together factual information from several sources. At least 90% of the class will complete the assignment. The minimally acceptable performance will be determined by the teacher.

7. Mrs. Anna Murray, paraprofessional -- A unit on occupations will be taught. Instruction and practice in performing the following tasks will be given:

    1. Filling out job application forms.

    2. Filling out social security forms.

    3. Taking part in job interviews. Different students will role play various parts. Some interviews will be recorded.

    4. Visiting one or more businesses.

    5. Inviting and hearing a speaker, possibly from the Community Action Commission.

    The teacher will construct a test, one item of which will be a job application form to be completed. At least 100% of the students will pass the test with a minimum score of 70%.

Science -- Paul Heid

8. Students will show an increased interest in their school work by completing class assignments. During one given period in May, 1971, at least 90% of the students will complete a written assignment. They may get help from the textbook, teacher or each other. The minimally acceptable performance will be the completed paper as recorded by the teacher.

Home Economics -- Faye White

9. The students will operate a sewing machine independently. After instruction and practice, at least 95% of the students will complete independently a simple project worksheet in two days. The worksheet will call for sample seams to be completed on a sample piece of material. The criterion of a minimally acceptable performance will be the judgment of the teacher.

10. At least 75% of the students will finish an apron. The criterion of acceptable performance will be the judgment of the teacher.

Physical Education -- Robert Hanley

11. The ninth grade students will show an improvement in physical fitness. At least 70 to 80% will show an improvement of at least three steps in ten categories over their record on the same test last year as eighth graders.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: B Grade Coordinating Teacher:

No Objectives were completed by this team

TEAM OBJECTIVES

Date: February 26, 1971

School: Parkland Junior High PLF: Robert Walker

Team: C Grade: Coordinating Teacher:

Claude A. Bradley, Science
Mrs. Margaret Brown, Paraprofessional
Karl Hollenbach, English and Social Studies
Mrs. Ruby Hyde, Paraprofessional
Annie Nelson, Mathematics
Mrs. Ella Qualls, Paraprofessional

1. Within the month of March, 1971, each Facilitator of Family C will present one theme or general subject area in the cognitive or affective domain for consideration of the team as a possible team-teaching subject.

2. By June 8, 1971, Family C facilitators will coordinate among the several classes a Social Studies project of general interest with a pre and post evaluation determined by a teacher/paraprofessional-designed test.

3. By June 8, 1971, 85% of all students participating in the Individualized Mathematics program will have accomplished six of eight booklets by scoring 70% or more on Addison-Wesley Achievement Tests.

4. By June 8, 1971, 80% of all Introductory Algebra students will be able to participate in an elementary algebra class by scoring 70% or more on a teacher-made test.

5. By June 8, 1971, after topic introductions and examples, at least 50% of the mathematics students will be willing to explain the lesson to other students who have not accomplished it as well. A record of those students volunteering to help will be kept.

6. Students participating in an eight-week program of the parts of speech will be able to make 70% or better on separate daily quizzes given during the last two weeks of school.

7. After an extensive three-week program on syntax, students will be able to demonstrate their ability to write a well-constructed sentence by comparing a paragraph written before and then one written after the three-week program. The evaluation of the comparison will be determined by a teacher-designed checklist.

8. After participating in the Bonan semi-simulation programs, students will be able to create their own alphabet for the Bonan language as a group activity and will be able to write or translate a given paragraph using the new alphabet. 80% of the students will participate in creating the alphabet, and 50% of this group will be able individually to use the alphabet for writing or translating.

9. Students participating in an Economics simulation-type program will demonstrate their comprehension of economic values and principles by the amount of simulated "Parkland money" they have accumulated through simulated investments, sales and purchases.

10. After participating in an archeological simulated "Dig" game, students will demonstrate their ability to analyze and synthesize by making 70% or better on a discussion of a teacher-designed simulation of a 25% century "dig".

11. During a semi-simulation "Journey" game, students will demonstrate their ability to plan and accomplish the necessary requirements for a trip by a series of projects designed by the teacher and evaluated according to acceptability in the normal business world.

12. Students receiving reinforcement through "Parkland money" will show a positive attitudinal change toward group activity as evaluated by a teacher-designed behavioral checklist.

13. By June 8, 1971, 90% of the students participating in science will be able to demonstrate their comprehension of the difference between a physical and a chemical change by a teacher-designed test.

14. By June 8, 1971, of all students participating in science, 85% will satisfactorily demonstrate their awareness of self-discipline and laboratory safety rules as measured by a teacher-designed checklist.

15. By June 8, 1971, of all students participating in science, 80% will be able to identify and recognize the importance of certain forms of matter relative to their environment as measured by a teacher-designed checklist.

16. By June 8, 1971, of all students participating in science, 80% will be able to demonstrate their ability to follow detailed instruction as determined by a teacher-designed behavioral checklist.

17. By June 8, 1971, of all students participating in science, 80% will be able to complete satisfactorily 50% of a pre-determined group of common experiments selected by the teacher.

18. Students every two weeks will participate in an action-reward type of activity during which their compliance with guidelines set down by them will enable them to go on a field trip. A greater percentage of students will be eligible to go on each successive field trip with an anticipated 95% participating in the last field trip. A record of the percentage of participation in each trip will be kept.

19. In a weekly exchange of students between our school and Westport for the purpose of exploring the cultural differences between the city and the suburbs, students of Family C will periodically meet during the sixth period to compare and evaluate their experiences among the several group meetings. A log of the individual meetings will be kept to determine the ideas gained from such an experiment.

20. By June 8, 1971, there will be created a more positive awareness self-discipline among the students of Family C as determined by the results of teacher-designed behavioral checklists evaluated monthly.

21. The evaluation of field trips taken by groups of students of Family C will be determined by the students valuing the results of their field trip experiences with their previously stated expectations. The group social behavior will be evaluated by a teacher-designed behavioral check test.

TEAM OBJECTIVES

School: Parkland Junior High School PLF: Robert Walker

Team: D Grade: Coordinating Teacher:

Reta Broadway
Shirley Dockery
Robert Harris
Willa Jackson
Priscilla Kaufman
Jim Roller
Sandra Taylor

1. By June 8, 1971, 75% of the students in the family will demonstrate an increase in self-respect as measured by teacher-made tests.

2. By June 8, 1971, 75% of the students will demonstrate increased respect for other people in the school environment, as measured by teacher-kept anectodal logs and incident tallies.

3. By June 8, 1971, 75% of the students will demonstrate increased respect for property, as measured by decreased vandalism in the family area.

4. By June 8, 1971, 50% of the students will be able, with the aid of a facilitator, to state his own short-term academic goals and to evaluate his own success in reaching these goals. This is to be measured (1) by the student's ability to successfully attain these goals and (2) by the teachers' judgment of how well the student is able to state goals and evaluate himself.

5. By March1, 1971, this team should regularly be following a mutually-agreed-upon agenda for team meetings.
   Evaluation: Self-check at end of the meetings.

6. By March 15, 1971, all team members will begin to spend some time in one of the family classrooms outside their respective classrooms.
   Evaluation: Self-check and feedback from other family members during team meetings.

7. By March 1, 1971, each team member will be functioning as the particular adult directly concerned with 10-15 individual students. The facilitator's role here will be to especially encourage punctuality, class attendance, adequate preparation and positive feelings in the student and to contact each of the involved parents at least once a month.
   Evaluation: Self-evaluation and regular reports back to other team members.

English: Reta Broadway, Willa Jackson

1. By June 8, 1971, 90% of the 20 special education students in the family should be able to differentiate, write and know in order the letters of the alphabet.
   Evaluation: Teacher-made test.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: F Grade: Coordinating Teacher:

No Objectives were completed by this team

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: G Grade: 8 Coordinating Teacher: Bettye Merriweather

Willa Mae Drake, Music Teacher
Sylvia Gober, Art Teacher
Sue Hermann, Art Teacher
John Perkins, Social Studies
Mrs. Perry Searcy, Math and Science
Brenda Williams, Black History
Miss Brenda J. Williams, Paraprofessional

1. By the end of the school year Team G will attempt to reduce the number of chronic tardy cases by 10%. This will be accomplished by:
    1. phone calls
    2. sending letters to parents
    3. consultation with student
    4. making home visits

    A log will be kept on each method of parent-student contact.

2. By the end of the school year, 60% of the students will be more self-directive. This will be accomplished by: (1) providing from 10-20 minutes daily for students to interact under teacher's supervision, and (2) using contract teaching in both the cognitive and affective areas. A log will kept of the number of students that show increased self-control and adhere to their contracts.

3. In an effort to facilitate communication in teams and develop interpersonal relationships, Team G will allow 10 minutes of the planning period at least 3 times per week to give position and negative feedback to team members. A brief written description of the team's progress will be kept.

INDIVIDUAL OBJECTIVES

Bettye Merriweather, Coordinating Teacher

1. By the end of the school year, 60% of the students will increase skills in oral and written communication. This will be accomplished by written exams, oral presentations or discussions and peer teaching. Teacher-made and standardized tests will be given to determine accomplishment of this objective.

2. By the end of the year, 40% of the students will know the parts of speech with 75% proficiency. The achievement will be determined by teacher-made tests.

Willa Mae Drake, Music Teacher

1. By the end of the school year, Team G music students will realize that Music is a personalized characteristic of man. They will be able to write paragraphs describing (a) what sounds are, (b) how they're transmitted and (c) what affect music has on the students to express themselves. Achievements of this objective will be determined by evaluation of written work using teacher criteria, singing and creative expression.

Sylvia Gober, Art Teacher

1. My main objective is to try to get 75% of the students in our class to sit and work for at least 45 minutes in every class per day, to have something stimulating to their brain, as far as seeing true beauty in whatever they are working on, and to have them create something that portrays themselves, as well as expresses how they feel about their present environment, on paper. A written record will be kept.

2. My personal objective is to get two students in this school to attend all their classes for the remaining of the school year. The accomplishment of this goal will be determined by the number of times they attend class after my having talked to them. The achievement of this objective will be determined by the fact that some of them will say, "I want to take a walk and look for something to paint," or when they ask to look out the window to find a picture to draw. A log will be kept of all students who may make those requests.

Sue Hermann, Art Teacher

1. To provide an environment that encourages creativity and an awareness of beauty (through art, nature, color, et cetera), an environment that encourages personal pride of the students so they will want to help to maintain this room, equipment, et cetera; and perhaps this pride will carry into their other classes and life. A record will be kept as to the care of the room and equipment

2. To provide an awareness of pride in their culture - past accomplishments, et cetera, of Negro artists and the part they are capable of playing in promoting awareness in the community through art exhibits and personal pride in their own achievement. This will be reflected in their art.

3. To allow for choices and contract so that students can become self-directive.

4. To provide praise (ego building) with the students in order to reduce the vandalism, hostility and absenteeism.

5. To maintain fairness in dealing with hostility and flagrant disregard for the rights of others by students who do not respect these rights.

6. To create an art awareness through many projects.

Hopefully, these behavioral changes will show up on the post testing.

NOTE: Writer felt that evaluation will be reflected in their product and possibly on current attitude test.

John Perkins, Social Studies

1. By the end of the year, 70% of the students in social studies will be able to list at least 5 basic facts on each of the following areas as they apply to the continent of Africa: climate, population, distribution, social customs, languages, tribal differences and natural resources. To be measured by a teacher-made test.

2. By the end of the year, all students will be able to describe in writing at least 10 neighborhood differences, et cetera, found in the City of Louisville. To be measured by pre and post tests.

3. By the end of the year, students will be able to see two sides to each problem. To be measured by oral conversations with individual students given specific problems to solve.

Mrs. Perry Searcy, Math and Science

1. Math: By the end of the school year, it is my goal to have at least 60% of the students to be able to do simple 8th grade math, covering multiplication, and division using two digits. This will be accomplished by giving class instructions and individual directions. This will be measured by teacher-made tests.

2. Science: By the end of the unit on Sound (March 5, 1971), 60% of the students will know eight general facts about the sound waves and how they travel and will be able to put in writing how reed instruments and horns operate in relation to the travel of sound waves. This will be done through class discussions on reading materials, bulletin boards (made by students) and guest directors (Board Directors) to demonstrate instruments. To be measured by teacher-made test.

Mrs. Brenda Williams, Black History

1. At the end of the school year, I would like to see 90% of the students truly enlightened on Africa, such as the beginning of mankind in Africa (knowing that Africa is the oldest civilization) and what the people in Africa were contributing to the world in regards to Europe and others. They will be able to write a paragraph on the beginning of mankind in Africa and list 10 contributions that Africa has made to the world.

2. I would like to see the other 10% of the students who are already aware of the above to accomplish more race pride. To determine if these things have been accomplished, we will have discussions and test periodically between now and June, 1971. Also I would like to have a debate among the students.

I have six students whom I feel are in need of a person they can come to and discuss problems that are of importance to them; however, they find it hard to trust others. By the end of the year, I will hope to reach all these students. This will be accomplished by letting each of them know they can trust me with any problem in complete confidence and by showing them that I care enough about individually inviting them to share my personal life in my home. A log will be kept to determine progress.

Miss Brenda J. Williams, Paraprofessional

1. To be able to get the students in our family to know themselves and show interest in school.

2. To get our students to be aware of life itself, how education is necessary to live a good life and to realize the responsibilities they will soon face. I think this can be accomplished by talking with the students, finding out what their problems are and getting better understandings with them. This should be accomplished by the end of the school year with the help of both the teachers (in our family) and each student

3. To get them to want to come to class and to want to take part in class activities. In an effort to get the students to come to class and want to stay in class. I will contact about 5 students on a day by day basis and try to discuss their problems. A log will be kept of contacts and progress made.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: H Grade: Coordinating Teacher:

Dale Carrier, Social Studies
Martha Cotter, English
Alice Ford, Business Education
Ella Henderson, Typing
Madeleine Maupin, Science
Wilma Woods, Paraprofessional

1. By the end of the 1970-71 school year, the students in Family H will show a positive gain in self-esteem as measured by a decrease in the use of vulgar language and by an increased pride in their black cultural heritage.

   A. During March the teachers will keep for one week a daily tally on the number of times that vulgar language is employed in their classrooms. On the following Monday, these findings will be given to the students and discussed during the class meeting. The students will be offered the opportunity to include in their weekly contract reduction in the use of vulgar language. There will be at least a 50% drop in the number of times of use of vulgar language. There will be intermittent discussion and reference to the use of language and a second two week period, including tally with data given to the students and a request of the students to modify their own behavior, will be done during the last month of the school year.

   B. A questionnaire in regard to attitude toward being a black person will be administered during March. Following this there will be intermittent class discussion relating to the black heritage and there will be invited speakers to classroom discussions from the community at least once in each two week period. As far as possible these people will be recruited from the parents of the children in the Family. Discussions will be centered around the occupation and interest of the speaker. Some of the speakers will also represent other minority groups. The questionnaire will be re-administered during the last two weeks of the school year 1970-71 and will show a significant increase toward positive feelings toward self and toward black heritage.

II. A significant decrease in tardiness to homeroom meetings and/or tardiness in returning from the daily break will be obtained by the use of intermittent positive reinforcement. This reinforcement will consist of the giving of candy or of free time or of other extrinsic rewards to all students who on this particular day were not tardy. Additionally, there will be positive social reward to individual students who are appearing more promptly. Measurement will be by the class roll and there will be at least a 25% drop in tardiness for homeroom meetings.

III. Each teacher in Family H will send at least one note home to a student each week stating something that that student did well for which he is to be commended. A record will be maintained.

Math Objectives

During the second semester of the 1970-71 school year, students of Family H will receive instruction in the basic mathematical skills by the use of payrolls, store buying, insurance estimates, income tax forms, et cetera. An attempt will be made to use relevant and practical examples involving the use of mathematics. At the end of the school year a teacher-made test will be administered. At least 80% of the students will be able to perform addition, subtraction, multiplication, and division problems with at least 80% accuracy. At least 40% of the children will be able to utilize these skills in the solution of word problems with at least 80% accuracy.

Dale Carrier, Social Science

1. 100% of the students will be able to name and explain briefly to teacher's satisfaction, the three branches of government. (Executive, Legislative and Judicial.

2. Given a social and/or historical situation to which there is no known correct answers, at least 50% of the students will be able to apply problem solving techniques and generate creative solutions. Minimum standard of acceptability will be teacher judgement.

3. At least 75% of the students will, on a teacher-made test, demonstrate comprehension of the "Invasion Process" in the change of white neighborhoods to black.

4. All of the students will be exposed to material and data (talks, film strips, reading, field trips, et cetera) relating to pollution and environment in general.

   At least 25% of the students will participate voluntarily in projects to improve the school building and grounds.

Madeleine Maupin, Science Objectives

During the last half of the 1970-71 school year, the science curriculum will focus upon man in his environment. Areas of emphasis will include growth and reproduction, awareness of both physical structure of other animal species, and the inter-dependence of living organisms upon one another. Students will be able to demonstrate at least the following achievements:

1. 100% of the students will be able to explain to the teacher's satisfaction, the oxygen cycle utilizing at least one example such as an aquarium. 75% of the students will be able to explain the oxygen cycle in written form.

2. Given drawings of a male and a female reproductive tract, at least 75% of students will be able to label at least three male organs and three female organs.

3. At least 60% of the students will be able to describe orally at least four stages of development of the human fetus.

4. At least 50% of the students will be able to explain to teacher-satisfaction the concept of hormone balance and name at least three hormones related to reproduction and growth.

5. At least 90% of the students will be able to explain verbally to teacher-satisfaction the development of secondary sex characteristics.

6. Having studied techniques for problem solving, at least 50% of the students will role play a problem solving situation involving social and inter-personal skills, and develop, to teacher satisfaction, one or more possible solutions. This will be evaluated by teacher judgment.

7. Having completed a unit on human development involving the stages of infant 0-4 years, juvenile 4-14 years, and adolescent 14 to 22 years, 100% of the students will be able to list orally at least one emotional need, one physical need, and one social need for each of the three stages. 100% of the students will be able to identify at least one emotional and/or adjustment problem common to each stage. 75% of the students will be able to perform this in written form to teacher's satisfaction.

8. Having studied the processes of observation and classification, at least 80% of the students will be able to describe to teacher's satisfaction at least three common objects utilizing at least two parameters. For example: A chair has four legs, a seat and a back and is used for sitting upon.

English Objectives

Students in Family H will improve in their ability to express themselves both in writing and verbally. This will be accomplished by practice in creative writing and exercises in awareness.

1. A teacher-made scale for judging creative writing will be devised with a four point rating scale for:

    a. Clarity
    b. Feeling level
    c. Number of ideas expressed

At least one paper from each student will be scored according to this scale during March. A repeat will be done during the last month of the 1970-71 school year. At least 90% of the students will show a positive increase in

2. By June 8, 1971, 90% of the students in the family should be able to tell time with speed and accuracy.

   Evaluation: Teacher-made test.

3. By June 8, 1971, 90% of the students in the family should be able to write legibly.

   Evaluation: To the teacher's satisfaction.

4. By June 8, 1971, 75% of the students in the family should demonstrate proficiency in the use of simple punctuation (period, question mark, quotation marks, exclamation point and capitals).

   Evaluation: Teacher-made test.

5. By June 8, 1971, 75% of the family's students should be able to participate positively in small group discussion.

   Evaluation: To the teacher's satisfaction.

6. By June 8, 1971, 60% of the family's students should willingly participate in a regular "free reading" period.

   Evaluation: Anectodal log kept by facilitator.

7. By June 8, 1971, 60% of the family's students should willingly participate in regular creative writing sessions.

   Evaluation: (1) Anectodal log kept by facilitator
   (2) Production of creative writing

8. By June 8, 1971, 75% of the 20 special education students in the family should be able to read the 220 Dolch Basic Sight Words with 90% accuracy.

   Evaluation: Teacher-made test.

Science Robert Harris

1. By the end of the school term, at least 30% of the students will show interest in some phase of science, as measured by individual science projects.

2. By June 8, 1971, 75% of the students will show a gain in science, and at least 50% will show a significant gain in science as measured by teacher-designed pre and post tests.

3. At least 75% of the students will increase their knowledge of food and its use in the human body, as measured by teacher-designed pre and post tests.

4. By June 8, 1971, at least 20% of the students will show a gain in knowledge of the scientific method, as measured by successful individual experiments.

Math: Sandra Taylor

1. By June 8, 1971, 20% of the students will have completed the 8 Mainstream booklets in the Addison-Wesley individualizing Mathematics Series, with at least 80% accuracy, as measured by the Addison-Wesley Achievement Tests.

2. By June 8, 1971, 50% of the students will have completed 6 of the Mainstream booklets in the Addison-Wesley individualizing Mathematics Series, with at least 75% accuracy, as measured by the Addison-Wesley Achievement Test.

3. By June 8, 1971, 30% of the students will have completed 4 of the Mainstream booklets in the Addison-Wesley individualizing Mathematics Series, with at least 25% growth, as measured by the Addison-Wesley Pre-Test and Achievement Test.

4. By June 8, 1971, all students will have completed the 4 Motivational booklets in the Addison-Wesley individualizing Mathematics series, with at least 70% accuracy, as measured by the Addison-Wesley Achievement Test.

Math: Shirley Dockery

By June 8, 1971, at least 80% of the 20 special education students will be able to work problems in addition, subtraction, multiplication and division, with at least 80% accuracy, as measured by teacher-made tests.

Social Studies: Jim Roller, Shirley Dockery

1. By June 8, 1971, 80% of the students will have a successful experience, as measured by a teacher-made test and observation.

2. By June 8, 1971, 75% of the students will be able to identify 10 Black Americans who have helped this country grow, as measured by a teacher-made test.

3. By June 8, 1971, 75% of the students will be able to identify the basic documents of American Government, i.e., Declaration of Independence, Constitution and certain Amendments, as measured by teacher-made tests.

4. By June 8, 1971, 50% of the students will be able to identify early leaders who settled Kentucky.

5. By June 8, 1971, 50% of the students will know what is required to be a good citizen in his community, as measured by teacher-made test.

Social Studies: Priscilla Kaufman

By June 8, 1971, at least 10% of my students will be involved in community work through classroom-related activities. I will keep a written record of each students' activities.

INDIVIDUAL OBJECTIVES

Reta Broadway

1. By March 1, 1971, I will be regularly working in cooperation with the paraprofessional in my classroom in preparing lesson plans for our classes. I will ask for feedback from the paraprofessional each Friday.

By March 15, 1971, I will have organized my classroom materials to such an extent that I can find materials which I know I have in a matter of a few moments, as measured by my ability to locate materials in a short time.

the rating on this scale.

2. After instruction in how to make a talk at least 20% of the students will prepare and deliver to their own or to another class a talk which is judged satisfactory by the teacher. Judgment will be based on a 4 point teacher-made scale for at least six qualities (clarity of thought, feeling level, content, poise, use of appropriate illustration. maintenance of eye contact, et cetera) Minimum standard of acceptability will be a score of at least two or four or five qualities.

INDIVIDUAL OBJECTIVES

Martha Cotter, English

Individual objectives for Write on Class of approximately twenty students in the Write On group, all will produce at least five pieces of creative work by June, 1971, such as :

A. T V Script
B. Poem
C. Short story
D. Talk prepared and delivered to another class.

The criterion of a minimally acceptable performance will be the judgment of the staff member in charge.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: I Grade: Coordinating Teacher:

Alice Ford, Business Education
Robert C. King, Math
Wanetta Kyle, Science
Charles McGhee, Metal Works
Willie Mae Quarles, Paraprofessional
Mae N. Thaxton, Paraprofessional
Patricia Turner, English
Marguerite Wainwright, Paraprofessional

1. Terminal -- Beginning Monday, March 1, 1971, staff members on Team I will begin to coordinate four basic subjects (social studies, math, English and Science) with one staff member planning the unit and the other members providing material and teaching strategies relevant to the unit.

2. By Friday, February 26, 1971, all students will be surveyed to determine each students' desired curriculum based on his or her society.

3. At least 50% of the students on Team I will make a positive change in self-concept as measured by a socio-gram comparing students in the same room. A log will be kept by the teachers.

4. At least 90% of the students on Team I will show respect for themselves, others, and property, as measured by keeping a log on group interaction among the students.

INDIVIDUAL OBJECTIVES

Alice Ford, Business Education

1. At least 76% of the students will learn the shorthand alphabet as measured by teacher-made tests.

2. At least 75% of the students will learn how to write words in shorthand based on the sounds that they hear as measured by teacher-made tests.

3. At least 50% of the students will learn 85% of the shorthand theory involving word endings, word beginnings, and their derivatives as measured by teacher-made tests.

Marguerite Wainwright, Paraprofessional

1. I will help keep order in the classroom at least 50% of the time.

2. I will help, at least 75% of the students assume the responsibility of keeping the classroom clean.

3. I will help at least 50% of the students learn self-respect and to respect the rights of others.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: J Grade: Coordinating Teacher:

Barbara Ashby, Science and Math
Clarence Duncan, Paraprofessional
Sandra Hall, Paraprofessional
Janice Maxwell, Music
Tom Goowin, Paraprofessional
Dennis Palmer, Paraprofessional
Tonie Zoellers, Special Education

1. At least 75% of the students on Team J will be present and on time for each class as measured by a log kept by the staff members.

INDIVIDUAL OBJECTIVES

Tonie Zoellers, Special Education

1. At least 75% of the students in my class will be present and remain present and on time for each class as measured by a log kept by the teacher.
2. 100% of my students will be able to correctly fill out a job application as measured by a teacher test.
3. 100% of my students will be able to correctly fill out an application for a Social Security Card as measured by a teacher test.
4. At least 80% of my students will be able to correctly write a letter requesting an interview for a job as measured by a teacher test.
5. At least 80% of my students will be able to correctly write a friendly letter as measured by a teacher test.
6. At least 80% of my students will be able to correctly address an envelope as measured by a teacher test.
7. At least 75% of my students will be able to correctly complete simple short division problems as measured by teacher test.
8. At least 75% of my students will be able to say from memory their multiplication tables up to the sixes as measured by teacher test.
9. I will contact at least 80% of the parents of my students to discuss the behavioral and academic progress of their child as measured by log kept by me.

Janice Maxwell, Music

1. At least 75% of the students will be able to relate music as a subject to their personal life as measured by the teacher.

2. At least 75% of the students will be able to appreciate music as an art as measured by teacher observation.

3. At least 60% of the students will have an understanding of music history as measured by a teacher-made test.

4. At least 50% of the students will be able to write rhythm patterns as measured by a teacher-made test.

5. At least 50% of the students will be able to write words to fit a rhythm pattern as measured by their production of a song.

6. At least 75% of the students will learn choral music as measured by teacher observation.

Barbara Ashby, Science and Math

1. At least 65% of the students will take part in classroom discussion as measured by a log kept by the teacher.

2. At least 75% of the students will take part in experiments in class as measured by a record kept by the teacher.

3. At least 75% of the students will learn the basic math steps as measured by a teacher-made test.

4. After each science unit, the student will be given a test on that unit. At least 75% of the students will make a satisfactory grade on these teacher-made tests.

5. All students will turn in at least one science notebook as measured by records kept by the teacher.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: K Grade: Coordinating Teacher:

Jerri Skeans, English
Greg Hemesath, Social Studies
William Donaldson, Band
Lula Dunlap, Health Education
Bettye J. Robinson, Paraprofessional
Eula Russell, Paraprofessional
Lloyd Watts, Paraprofessional

1. To increase the reading, mathematics and spelling levels of all students by one grade equivalent score. This objective will be measured by standardized achievement tests to be administered in April and at the end of the school year.

2. At selected class times, students will participate in classroom learning activities 90% of the time; whereas, teacher involvement will not exceed 10% at these times.

3. All students will increase the frequency with which they contact classmates to share information with them. This objective will be measured by teacher observation and/or video taping.

4. Students will increase the frequency with which they come to class on time.

5. Students will decrease the frequency of disruptive classroom behavior. e.g. During learning activities, they will not shout, sing, strike peers, leave seats, etc. This objective will be measured by Jack Cornell, the guidance counselor, who will observe the classes during the second week in March, April, and May.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: L Grade: Coordinating Teacher:

Audrey Turner, English
Bruce Veneklase, Social Studies
Doris Thompson, Math
Fred Crumes, Graphic Arts
Calvin Nelson, Special Education
Jamesetta C. Eddings, Paraprofessional
Elizabeth Walker, Paraprofessional
Leora Nelson, Paraprofessional

Members of Team L Instructional Staff believes that at the present time the greatest deterrent to student learning within our limit to control or affect is student absence from class. The following objectives are related to our hope that this problem can be improved.

1. During the school year some adult members of Team L will contact a parent or responsible adult for each student on the team. The conference will attempt to uncover student or family problems or attitudes that may contribute to student absence. Team L will keep a record of families visited or contacted as a measure in reaching this objective. By April 9, at least 80% of the parents or responsible adults will be contacted.

2. By continuing to work as a Team on the problem of student absence, student attendance will improve. Group discussion, individual counseling, and the use of information obtained in parent conferences will be used with any new approach that any Team member can find. The twelve students with the worst attendance records will be identified and special efforts shall be directed to them. The minimal standard of acceptance in measuring the team's success in reaching this objective will be that for each of the attendance periods with equal actual school attendance days remaining in the school year, an improvement of at least 20 instances of student absence by members in this identified twelve student group. (Since this objective averages one less instance of absence per day on a twenty day attendance month, periods of unequal days can be equated to show whether attendance for this group has improved.)

3. By continuing to work as a Team on the problem of students cutting classes, improvement will be eivdenced. Techniques similar to those used to reduce absence will be used. Twenty-nine students with the worst records of cutting will be identified and special efforts shall be directed to them. The minimal standard of acceptance in measuring the team's success in reaching this objective will be that for any one week period from March 15 through April 9, the total number of cuts as a team total will not exceed 60 instances. (The present level of cutting exceeds that number.)

SUPPORTIVE STAFF

School: Parkland Junior High PLF: Robert Walker

John Cornell, Counselor
Geneva M. Hawkins, Counselor
Phyllis Kelsey, Counselor

INDIVIDUAL OBJECTIVES

John Cornell, Counselor

Objective I:

Beginning Tuesday, March 2, 1971, I will initiate two additional problem solving groups composed of boys who are recommended by their facilitators and paraprofessionals and designated as making poor class adjustment. The general goal of this group is to improve each member's social and academic functioning. I will keep a record of each student's report card for the next two grading periods. At the end of the fifth grading period each student will have raised each subject one letter grade and his conduct grade one figure. I will meet every two weeks with the student's facilitators to check the student's progress based on a short attitude-academic achievement checklist I will assemble in collaboration with the group members.

Objective II:

Beginning Monday, March 1, 1971, I will daily check the W-2 forms by 1:00 p.m. in order to detect patterns of absenteeism and tardiness. I will present my findings at the weekly meetings I have with all seventh grade families. I will initiate a "phone saturation program" which will involve homeroom facilitators, paraprofessionals and the school social workers. I will check to see who has taken what type of action; such as telephoning, home visits, conferences at school with parent, child or both. This information will be gained by using a student questionnaire which I have designed for gaining this information. I will take the responsibility to see that clothing aid or other physical needs are either obtained or that a referral is made to an appropriate resource. By following this design I expect to decrease both absenteeism and tardiness by twenty per cent by the close of the fifth grading period.

Geneva M. Hawkins, Counselor

I. I will work with five teachers three times per week from now until the end of the school year in an effort to make them aware of considerations of the mental and physical problems of Parkland students.

I will do the following things:

1. Make suggestions pertaining to the curriculum
2. Individual conferences with teachers
3. Individual conferences with parents
4. Individual conferences with pupils
5. Group conferences
6. Home visits - family and cultural background

7. Periodic newsletters to parents
8. Use the cumulative record in obtaining information about students
9. Use the health record in obtaining information about students
10. Referrals to agencies for help

II. I will work with Occupational Work Experience teacher two items per week in an effort to help the students learn the habits and attitudes and skills of a work-study program well enough to get and hold steady work at the age of 18.

I will do the following things:

1. Provide general information about interests as background for the student's study of his own interests in jobs
2. Provide general information about aptitudes as background for the student's understanding of his own aptitudes
3. Help the student understand the importance of social abilities in job success
4. Help the students become aware of the value of good character
5. Provide general information about the world of work as background for the students educational and vocational planning
6. Acquaint students with those types of industry open to untrained workers
7. Plan with the teacher and students field trips to the local employment offices to discuss the current trend in supply and demand of workers in the community
8. Plan with the teacher and students field trips to local businesses and industries in the community to find out more about their operations and job requirements
9. To aid the students in finding part-time jobs

III. I will work with ten ninth grade students three times per week whose record shows a habit of poor attendance in an effort to help the students understand the advantages of regular attendance at school and that habits of regularity are fundamental to success in life.

I will do the following:

1. Group and individual conferences; understanding the cause of poor attendance
2. Home visits - improvement of home-school relations
3. Secure clothing, lunch and breakfast tickets
4. Change program or schedule where needed; place in the hands of teachers information that will help explain subject matter difficulties
5. Find part-time work
6. Plan activities whereby the students can assume responsibility of regularity
7. Keep teachers informed of methods used to solve attendance problems

Phyllis Kelsey, Counselor

1. To meet every Monday with other counselors and the adminstrative staff for the purpose of coordinating guidance activities and the general school program for the week.

2. To improve attendance in Families G and J (8th grade) by at least 10% from March 1 through June 8. This objective will be accomplished by:

    a. Team meetings once every week to decide on plan of action in dealing with attendance problems
    b. Competition between homerooms and between Team G and J with positive reinforcement or rewards for good attendance. This will begin on March 1, 1971.
    c. Contact parents by letter or telephone to arrange for conference during planning periods.
    d. Meet with students who have poor attendance for group counseling every Monday at 1:00 p.m.

3. To assist teachers in Team E in improving reading level by two grades as measured by tests given. Pre-test was given in February; the next test will be given June 1, 1971. Counselor will visit reading classes at least twice a week and work through exercises with the students.

4. To aid students in Family J (8th grade) in developing self-management as indicated by a decrease in vandalism, an improved physical environment of family classrooms and a reduction of conflict between students. This will be accomplished by involving a student committee in relocating classrooms; giving reward (candy, etc.) to students of best-kept room. Counseling groups composed of students with behavioral problems and students with good conduct will be formed for the purpose of improving student relationships. These group sessions will begin on March 15, 1971.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: STAR UNIT

Buelah Morgan, Clerk
Albert Beasley, Paraprofessional
Latacha Brewer, Paraprofessional
Spievy B. Conwill, Paraprofessional
Atwood Guess, Paraprofessional
Shirley J. Harris, Paraprofessional
Gladys Liscomb, Paraprofessional
Ermina Marks, Paraprofessional
Selma Smith, Professional
Joe Sterner, Professional
Thomas Tokarski, Professional
Eugene Whitlock, Home-School Coordinator
James Whitworth, Professional
Mary E. Williams, Paraprofessional

1. At least 50% of the students in the Star Unit will gain at least one full year in achievement in reading as measured by standardized test pre and post.

2. At least 50% of the students in the Star Unit will gain at least one full year in achievement in mathematics as measured by Foley's pre and post test.

3. Terminal -- At least 50% of the students in the Star Unit will gain at least one full year in achievement in science as measured by pre and post standardized tests.

   Interim -- By April 9, 1971, at least 25% of the Star Unit students will voluntarily participate in a student initiated science project.

4. At least 40% of the students in the Star Unit will be present in school more often from February 1, 1971, as measured by school records.

5. At least 75% of the students in the Star Unit will voluntarily participate in a swimming program two days a week.

6. Students in the Star Unit will learn to settle personal disputes without overt hostile behavior as measured by a 25% decrease in the number of fights during school hours.

7. Students in the Star Unit will demonstrate their respect of each other as measured by a reduction in the usage of "pet names" when addressing each other, based on teacher observation.

8. The self concepts of at least 50% of the students in the Star Unit will improve significantly as by a rating scale.

9. Terminal -- Students enrolled in the Star Unit will experience success in self-directed learning as measured by the increasing number of optimal assignments and projects completed during specified periods of the project.

CAREER OPPORTUNITY PROGRAM

1970-71

Number of Participants - 121

Racial Distribution -	Blacks ---	80	66.1%
	Whites ---	39	32.3%
	Other ----	2	1.6%
			100.0%

Sex Distribution -	Male	42	34.7%
	Female	79	65.3%
			100.0%

Educational Distribution --	Freshman	93	76.9%
	Sophomore	14	11.5%
	Junior----	7	5.8%
	Senior----	7	5.8%
			100.0%

Average Age -- 35 years 5 months

Graduating - 1

Deans List - 8

Overall Grade Average - 3.0

Terminated - 7
- Two - Health Reasons
- Two - Financial Reasons
- Two - By Request of Principal
- One - Personal Reasons

Six veterans will be placed in the Community School Program for the Fall.

Six veterans will be placed in Alternative Schools for the Fall.

Eight veterans will be placed in the Delinquency Program for the Fall.

Out of 100 participants evaluated by Principals and immediate Supervisors 96 of the participants were asked to return to their same job locations in September.

APPENDIX E-1b

COP Data

Results of Attitude Survey for Paraprofessionals

Work Attitude Differences Between Teachers and Paraprofessionals

Profile of a School (Teacher's Level) was used in taking a survey of paraprofessionals' attitudes toward working relationships in their schools during the fall of 1970-71. The six Focus elementary schools and two Impact schools (Shawnee Junior and Senior Highs) were used in the study.

Paraprofessionals' (N = 107) attitudes were compared with certified teachers' (N = 195) opinions about:

a. their involvement in school decision making
b. the extent to which they viewed the school principal as understanding and supportive
c. the extent to which they believed the school held high performance goals.

Their opinions were collected after school had been in session for three months.

Paraprofessionals' attitudes were found to differ significantly from certified teachers' opinions on ten of the test items, as determined by use of a t-test between two independent means. On 90% of these ten items, the paraprofessionals were more pessimistic about work than the certified teachers. Specifically, the paraprofessionals were found to rate their school setting lower than the teachers did in the following areas:

1. the extent to which they sought and used students' ideas about academic matters;
2. the extent to which they sought and used students' ideas about non-academic school matters;
3. the amount of "say" they thought students should have about non-academic school matters;
4. the extent to which students accepted communication from them;
5. the extent to which they felt free to talk to the principal about academic matters;
6. the extent to which they felt free to talk to their principal about non-academic school matters;
7. the frequency with which their ideas were sought and used by the principal about academic matters;

8. the amount of "say" which they felt teachers should have about academic matters; and
9. the amount of "say" they felt teachers should have about non-academic school matters.

On only one item were paraprofessionals more optimistic than teachers. Overall they felt that the teachers' general attitude toward their school as a place to work was better than the teachers rated it themselves.

The preceding findings indicate that there are three major areas of paraprofessional opinion which should probably be investigated. Paraprofessionals perceive themselves as less supportive of students than certified teachers do. They also feel that they are supported less by the school principal than the certified teacher; that is, they feel less free to go to the principals, and they don't feel as needed by the principals as the certified teachers do.

Finally, paraprofessionals do not hold as high expectations as teachers do for involvement in day-to-day decision making.

APPENDIX E-2

Focus/Impact Data

Comparative Achievement Data on
Focus/Impact Schools and Their Control Schools

RESULTS OF SPRING ACHIEVEMENT TESTING

FOCUS AND FOCUS MATCHING

Grade 4 — 1966-67 to 1968-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills — Norm 4.8

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Focus Schools --							
Carmichael	3.5	3.4	3.3	2.9	2.7	3.2	+.5
Coleridge-Taylor	3.6	4.1	4.0	3.7	3.7	3.6	-.1
Jones	3.6	3.2	3.3	3.3	3.2	2.9	-.3
Marshall	3.7	3.4	3.7	3.4	3.3	3.6	+.3
Roosevelt	3.9	3.4	3.3	3.2	3.0	3.2	+.2
Wheatley	3.4	3.3	3.4	3.5	3.5	3.1	-.4
Total	3.6	3.4	3.5	3.3	3.2	3.2	-0-
Focus Matching --							
Byck	3.5	3.3	3.5	3.3	3.3	3.3	-0-
Dolfinger	3.4	3.6	3.2	3.0	2.9	3.3	+.4
Perry	3.0	3.2	3.7	2.8	2.8	3.2	+.4
Shawnee	4.3	3.8	4.4	3.9	4.3	3.7	-.6
Strother	3.4	3.7	3.3	3.3	3.3	3.0	-.3
Washington	3.6	3.5	3.7	3.7	3.7	3.6	-.1
Total	3.6	3.5	3.7	3.4	3.3	3.4	+.1

RESULTS OF SPRING ACHIEVEMENT TESTING

FOCUS AND FOCUS MATCHING

Grade 4

1966-67 to 1968-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills

Norm 4.8

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Focus Schools --							
Carmichael	4.0	4.0	4.0	3.4	3.2	3.8	+.6
Coleridge-Taylor	4.6	4.3	4.0	4.2	4.1	4.1	-0-
Jones	4.3	4.0	3.9	3.5	3.2	3.6	+.4
Marshall	5.0	4.6	4.6	3.9	3.6	3.9	+.3
Roosevelt	4.7	4.2	4.2	3.9	3.6	4.1	+.5
Wheatley	3.7	4.0	4.0	4.1	4.2	4.2	-0-
Total	4.3	4.1	4.1	3.9	3.8	3.9	+.1
Focus Matching --							
Byck	4.1	4.0	4.0	3.8	3.7	3.6	-.1
Dolfinger	3.7	4.1	4.0	4.0	4.1	3.7	-.4
Perry	3.8	3.6	4.2	3.4	3.3	3.3	-0-
Strother	4.1	4.0	4.2	3.7	3.6	3.4	-.2
Shawnee	4.4	4.2	4.2	4.0	3.9	4.0	+.1
Washington	4.5	4.6	4.1	4.0	3.8	3.4	-.4
Total	4.2	4.1	4.1	3.9	3.8	3.7	-.1

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

GRADE 4 1966-67 to 1968-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills
(Norm 4.8)

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools							
Bloom	6.8	5.7	4.3	4.6	5.9	5.1	-1.0
Cotter	4.3	3.6	4.5	4.1	4.0	3.4	-.6
Engelhard	3.5	3.7	3.2	3.7	3.7	3.4	-.3
Total	4.7	4.2	3.9	4.1	3.9	4.1	+.2
Impact Matching							
Belknap	6.8	5.7	6.1	6.6	6.5	6.1	-.4
Byck	3.5	3.3	3.5	3.3	3.3	3.3	-0-
Dolfinger	3.4	3.6	3.2	3.0	2.9	3.3	+.4
Field	6.1	7.2	6.1	6.1	6.5	6.1	-.4
Perry	3.0	3.2	3.7	2.8	2.8	3.2	+.4
Semple	4.5	4.7	4.5	5.1	5.3	4.8	-.5
Shawnee	4.3	3.8	4.4	3.9	4.3	3.7	-.6
Strother	3.4	3.7	3.3	3.3	3.3	3.0	-.3
Washington	3.6	3.5	3.7	3.7	3.7	3.6	-.1
Total	4.1	4.1	4.1	4.1	4.1	4.1	-0-

9. Interim -- By May 14, 1971, the students in the Star Unit will have presented at least one assembly program. The assembly program will be produced by the students with minimal assistance from the staff.

10. Students in the Star Unit will experience a more relevant curriculum by utilizing field trips as learning experiences. Measurement will be a written brief as to what the field trip will encompass and then will be a follow up evaluation by the students.

11. Terminal -- Student conduct will show a significant improvement as measured by teacher observation of student conduct during field trips.

Interim -- By May 15, 1971, students in the Star Unit will have the opportunity of participating in a physical education activity daily.

Interim -- By March 15, 1971, the Star Staff will have a schedule worked out which will provide planning and/or release time for visitation to other projects in the Louisville Public Schools.

Interim -- By April 9, 1971, at least one positive contact with the parents of each student enrolled in the Star Unit will be made. A written record of the contact will be kept by the staff member making the contact.

APPENDIX E-1a

COP Data

Summative Data from Director

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

GRADE 4 1966-67 to 1968-69 -- Metropolitan Achievement Test (Elementary B)
1969-70 and 1970-71 -- California Test of Basic Skills
(Norm 4.8)

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools							
Bloom	5.1	5.3	5.0	5.2	5.2	4.7	-.5
Cotter	4.2	4.1	4.8	4.2	4.2	3.9	-.3
Engelhard	4.3	4.2	4.1	4.3	4.3	3.6	-.7
Total	4.5	4.5	4.5	4.6	4.6	4.1	-.5
Impact Matching							
Belknap	6.0	5.8	5.8	5.5	5.5	5.4	-.1
Byck	4.1	4.0	4.0	3.8	3.7	3.6	-.1
Dolfinger	3.7	4.1	4.0	4.0	4.1	3.7	-.4
Field	5.1	5.8	5.3	5.5	5.6	5.4	-.2
Perry	3.8	3.6	4.2	3.4	3.3	3.3	-0-
Semple	4.9	5.3	4.9	5.1	5.2	5.1	-.1
Shawnee	4.4	4.2	4.2	4.0	3.9	4.0	+.1
Strother	4.1	4.0	4.2	3.7	3.6	3.4	-.2
Washington	4.5	4.6	4.1	4.0	3.8	3.4	-.4
Total	4.4	4.5	4.5	4.3	4.3	4.1	-.2

RESULTS OF SPRING ACHIEVEMENT TESTING

FOCUS AND FOCUS MATCHING

Grade 6

1966-67 to 1968-69 -- Metropolitan Achievement Test
1969-70 and 1970-71 -- California Test of Basic Skills

Norm 6.8

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Focus Schools --							
Carmichael	5.5	4.9	4.7	4.6	4.3	4.5	+.2
Coleridge-Taylor	5.1	5.3	5.3	4.6	4.5	4.7	+.2
Marshall	5.5	5.3	5.3	4.4	4.0	4.1	+.1
Roosevelt	5.5	4.9	5.3	4.3	3.9	5.0	+1.1
Wheatley	5.1	5.3	4.9	4.4	4.2	5.0	+.8
Total	5.4	5.1	5.1	4.4	4.1	4.7	+.6
Focus Matching --							
Byck	4.9	4.9	4.7	4.6	4.5	4.4	-.1
Dolfinger	5.5	5.1	5.1	4.8	4.5	4.5	-0-
Perry	4.4	4.4	4.2	4.1	4.0	4.5	+.5
Shawnee	5.5	5.5	5.3	4.5	4.2	4.7	+.5
Strother	5.5	5.3	5.5	4.9	4.7	5.9	+1.2
Washington	5.1	5.1	4.7	3.9	3.6	4.3	+.7
Total	5.1	5.1	4.9	4.4	4.1	4.7	+.6

Reta Broadway and Willa Jackson

2. By March 5, 1971, we will be regularly involved in making weekly plans concerning which of us will be working individually with certain students during the next week's class periods. Each Friday we will check with one another to see if we are meeting this objective.

Shirley Dockery

3. I will work toward a closer relationship and greater understanding with my students by attempting to make personal contact with at least one student each day.

Robert Harris

4. Beginning on March 1, 1971, I will review all lesson plans for the week's activities with my co-worker.

Priscilla Kaufman

5. I will try to be more understanding with certain students.
I will participate more actively in lesson planning.
I will devote more time to my special education students.
By June 8, 1971, I will try to understand my students' behavior and thereby keep from getting overly excited or annoyed. My co-worker will keep a daily log of my behavior with the students.
I will periodically check with Reta Broadway for feedback on how I am carrying out these objectives.

Jim Roller

6. By April 1, 1971, I will have better control of my classes. I will begin working more closely with my aide.

TEAM OBJECTIVES

School: Parkland Junior High PLF: Robert Walker

Team: E Grade: Coordinating Teacher:

No Objectives were completed by this team

Patricia Turner, English

1. At least 50% of the girls on Team I will participate in a self-improvement course two days a week after school. A log will be kept by the teacher to measure improvement.

2. At least 75% of the students on Team I will accept and respect me as a human being as measured by a survey of the students made at the end of May, 1971.

3. At least 75% of the students will improve in self-concept as measured by a pre and post evaluation made by the teacher.

Mae Thaxton, Paraprofessional

1. I will give at least 75% effort to see that the team objectives are reached.

Charles McGhee, Metal Works

1. At least 75% of the students will become more aware of his own needs and the needs of others as measured by records kept by the teacher.

2. At least 75% of the students will develop awareness of his vocational needs or interest as measured by a survey made by the teacher.

3. At least 75% of the students will develop experiences suitable for hobby interest as measured by a survey made by the teacher.

4. At least 90% of the students will acquire safe work habits as measured by records kept of the number of accidents occuring during class.

Wanetta Kyle, Science

1. At least 75% of the students in my class will be able to demonstrate what science is and various branches of science (biology, non-living things) as measured by a pre and post teacher-made test.

2. At least 75% of the students in my class will show respect for each other as well as those in authority as measured by a log kept by the teacher.

3. At least 75% of the students in my class will be able to list at least 10 items related to "what is a good student" as measured by a teacher-made evaluation.

Robert King, Math

1. 100% of the students in my class will be able to add, subtract, multiply and divide as measured by a teacher-made test.

2. 35% of the students in my class will have a better concept of numbers and relations of one form of numerical quotation to another (per cents to decimals to fractions, multiplication usage to division, etc.)

3. At least 50% of my students will be on time at least 60% of the time as measured by a log kept by me.

Willie Mae Quarles, Paraprofessional

1. I will help at least 25% of the students with their reading.

2. I will help at least 50% of the students with the instructions to their assignments.

3. I will help correct at least 75% of the students when they become a behavior problem.

CAREER OPPORTUNITIES PROGRAM

Summative Data Transmitted by
COP Director Minor Daniels

With regard to impact on individual participants, during the summer of 1970, 90 COP participants were involved in communication labs and team building seminars which were designed to provide for each individual the opportunity to develop better feelings about himself/herself and his/her work. During the academic school year of 1970-71, all 100 participants demonstrated their inner personal relations with adults on their teams and with the students and their parents by the positive involvement of parents and students in school-related activities, such as field trips, motor skill activities for elementary students, school committees, et cetera.

Of the 100 participants who began in June, 1970, five demonstrated academic excellence by making the university dean's list. Of these 100 participants, 80 maintained a 2. average on a 3. grading system and showed evidence of potential for teaching, according to their supervisors and school principals. The remaining 20 demonstrated average academic standing with one or two courses in which the grades were poor but passing. However, one of the most important factors during the three semesters has been that no participant has been placed on academic probation at the request of the university or the COP Office.

During the academic year 1970-71, there were four participants promoted to higher paying jobs with more responsibilities because they showed evidence of more maturity, insight and leadership ability. The COP Advisory Committee asked these four participants to sit in on the selection committee in receiving new applicants for the COP project in 1971-72.

Two participants have published articles for two major education courses. One of these articles will be published by Psychology Today, a magazine affiliated with the National Association of Psychologists; the other was read at a conference for sociologists.

Listed on the next page is a breakdown of COP participants' job classifications, which is based on the Career Lattice adopted by our School District.

0	Aide	high school or GED; no teaching experience
51	Assistant	high school; some paraprofessional teaching experience
40	Associate	30 or more college hours and teaching experience
9	Intern	60 or more college hours and teaching experience

With regard to improved academic standing, 85% of the participants demonstrated their ability to improve their standing during the summer and first semester of 1970 and, as a result, earned 23 semester hours or more.

Of the participants who entered the Program with GEDs, 11 did so and are maintaining a 2. on a 3. grading system; one even made the dean's list. All of the trainees, with the exception of three, have remained in their designated job categories. Mobility has been vertical in the same job area as indicated above (ie, teacher assistant to teacher associate).

During the last semester of the 1970-71 school year, 90 of the COP participants experienced two on-site training courses at Central High School under the supervision of the University of Louisville. These two courses were altered to meet the needs of the trainees; courses listed below are all that were altered by the University of Louisville for the COP project as of April, 1971:

Human Development and Learning (Education 305)	Central High School
Foundations of Elementary Education (Education 301)	Central High School
Problems of Modern Society (Social Science 102)	U of L
Introduction to Studies in Education (Education 201)	U of L
Oral and Written Composition (English 101) (an English lab was provided to accompany this course)	U of L

COP participants were provided the opportunity to be exposed to various types of audio-visual aids and their use as related to instruction. Three participants worked in the Department of Research and Evaluation to learn to develop behavioral objectives and to use video tape equipment in relation to gathering data for evaluation of instructional programs. This data provides necessary information to assist instructional teams in reviewing their teaching strategies.

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

Grade 6

1966-67 to 1968-69 -- Metropolitan Achievement Test
1969-70 and 1970-71 -- California Test of Basic Skills

Norm 6.8

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools							
Bloom	7.3	7.0	6.5	6.6	6.4	7.0	+.6
Cotter	6.0	5.5	5.9	5.0	4.7	4.5	-.2
Engelhard	6.6	6.0	6.6	5.9	5.7	4.7	-1.0
Total	6.6	6.2	6.3	5.8	5.6	5.4	-.2
Impact Matching							
Belknap	7.6	7.9	8.1	9.1	9.6	8.3	-1.3
Byck	5.4	5.6	5.4	5.3	5.3	5.0	-.3
Dolfinger	5.9	5.8	5.9	5.7	5.7	4.7	-1.0
Field	7.3	7.7	7.7	8.6	8.8	7.7	-1.1
Perry	5.2	5.1	5.1	4.3	4.0	4.7	+.7
Semple	6.6	6.8	7.2	7.1	7.3	7.3	-0-
Shawnee	5.8	5.7	5.5	5.3	5.1	5.5	-.4
Strother	5.8	6.6	6.7	6.6	6.8	5.5	-1.3
Washington	6.0	5.9	5.6	5.4	5.2	4.8	-.4
Total	6.0	6.1	6.2	6.2	6.2	5.9	-.3

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

Grade 8

1966-67 to 1969-70 -- Metropolitan Achievement Test (Advanced BM)
1970-71 -- California Test of Basic Skills

Norm 8.8

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools --							
DuValle	5.1	5.5	5.1	5.1	5.1	5.1	-0-
Parkland	6.8	6.3	5.7	5.1	4.5	4.6	+.1
Russell	5.5	5.3	5.3	5.3	5.3	5.1	-.2
Shawnee	6.6	6.6	6.0	5.7	5.4	5.6	+.2
Total	5.9	6.0	5.6	5.3	5.1	5.2	+.1
Impact Matching --							
Meyzeek	5.3	5.3	5.5	5.1	5.1	5.3	+.2
Western	6.6	6.3	5.7	5.7	5.4	5.7	+.3
Woerner	6.6	6.3	6.3	5.5	5.1	5.8	+.7
Total	6.4	6.1	5.9	5.6	5.4	5.3	-.1

1966-67 to 1969-70 -- Metropolitan Achievement Test (High School Battery)
1970-71 -- California Test of Basic Skills

Grade 10

Norm 50%

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact School --							
Shawnee	30	25	20	20	17	24	+17
Impact Matching --							
Male	39	30	20	20	14	39	+25

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

Grade 8

1966-67 to 1969-70 -- Metropolitan Achievement Test (Advanced BM)
1970-71 -- California Test of Basic Skills

Norm 8.8

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools --							
DuValle	5.8	6.2	6.2	6.1	6.2	5.3	-.9
Parkland	6.6	6.4	6.1	5.8	5.5	5.3	-.2
Russell	6.1	6.1	6.1	5.9	5.8	5.3	-.5
Shawnee	6.9	6.6	6.4	6.1	5.8	5.4	-.4
Total	6.2	6.4	6.2	6.0	6.0	5.3	-.7
Impact Matching --							
Meyzeek	6.1	6.1	6.1	6.2	6.2	5.4	-.8
Western	6.6	6.6	6.4	6.4	6.4	6.4	-0-
Woerner	6.6	6.6	6.6	6.1	5.9	6.1	+.2
Total	6.5	6.5	6.4	6.3	6.2	6.2	-0-

1966-67 to 1969-70 -- Metropolitan Achievement Test (High School Battery)
1970-71 -- California Test of Basic Skills

Grade 10

Norm 50%

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact School --							
Shawnee	16	16	9	9	7	16	+9
Impact Matching --							
Male	25	19	12	12	8	11	+3

APPENDIX E-3a

Transition Data

Synopsis of Proposals Submitted for
Pilot Programs

APPENDIX

COMPONENT II - LOCAL SCHOOL COMPETITION

Proposals for innovative programs involving differentiated staffing, relevant curriculum, humanistic teaching strategies and a flexible educational structure were solicited from all schools in the Louisville System during February - June, 1970. Forty-six (46) Proposals were received from 35 schools.

Schools submitting proposals are as follows:

Central High School
Manual High School (4 proposals)
Male High School (2 proposals)

Gottschalk Jr. High
Highland Jr. High
Manly Jr. High (2 proposals)
Western Jr. High
Barret Jr. High

Beechmont Elementary
Belknap Elementary
Brandeis Elementary
Breckinridge Elementary
Byck Elementary
Carter Elementary (3 proposals)
Clay Elementary
Cochran Elementary
Dolfinger Elementary
Emerson Elementary
Foster Elementary (2 proposals)
Frayser Elementary
Hazelwood Elementary
Heywood Elementary
Kennedy Elementary
King Elementary (2 proposals)
Lowell Elementary
Perry Elementary
Portland Elementary
Rutherford Elementary
Semple Elementary
Shelby Elementary
Southwick Elementary
Strother Elementary (2 proposals)
Talbert Elementary
Tingley Elementary

A panel of judges representing administrators, teachers, and community personnel selected 12 proposals for funding pilot programs. Schools selected and a brief description of programs are listed on following pages.

(1) EMMA DOLFINGER ELEMENTARY SCHOOL

An attempt to increase self-esteem and interest of students by building a more relevant curriculum and enlisting the involvement of the community. Creation of 19 interest areas. Students grouped in three levels of ability select areas of interest daily or weekly. Students work together on interest projects. Differentiated staffing: master teacher, team leader, staff teacher, 2 aides, 3 community volunteers.

(2) HIGHLAND JUNIOR HIGH SCHOOL

Creation of a block-team approach involving 330 students in grades 7, 8, and 9, utilizing 3 teachers, 2-3 volunteers and one aide. Flexible curriculum utilizing inter-disciplinary approach, creative learning experiences and student planning.

(3) NANNIE FRAYSER ELEMENTARY SCHOOL

Innovative reading program; integration of perceptually handicapped children into regular classroom; ungraded classroom approach for grades 1 - 6; utilization of creative materials; creation of "toy" library; opening of educational day camp for 5th graders.

(4) JOHN STROTHER ELEMENTARY SCHOOL

Creation of mini-board of education in community; differentiated staffing, grades K-6, using parents, volunteers, aides, college students; ungraded classrooms; experimental reading-typing program using toy typewriters in first and second grades; student-centered language arts program in grades 3 and 4.

(5) GEORGE TINGLEY ELEMENTARY SCHOOL

Pre-primary class emphasizing listening, speaking activities and perceptual motor skills; community involvement; environmental awareness through field trips; differentiated staffing; research orientation.

(6) ALBERT BRANDEIS ELEMENTARY SCHOOL

Developmental reading program for 180 students grades 1-6 use of "minipacks" (programmed reading materials); differentiated staffing and instructional modes; students teaching students; flexible curriculum based on students; flexible curriculum based on student interests.

(7) MANLY JUNIOR HIGH SCHOOL

Program for 75 gifted but culturally disadvantaged students from grades 7-9; differentiated staffing (counselor, teachers, aides, student teachers, volunteers); team teaching; convelation of English - Social Studies and Math - Science; field trips and community involvement.

(8) STEPHEN FOSTER ELEMENTARY SCHOOL

Program for economically and culturally disadvantaged students; student - centered curriculum and individualized instruction; community involvement; differentiated staffing; creation of four study centers with programmed materials; block-team approach, field trips.

(9) GRAVIN COCHRAN ELEMENTARY SCHOOL

Reading improvement program; differentiated staffing; community involvement; "family" groupings of grades 1-2 and 3-5; workshop area for creative experiences; integration of special education students in family groupings; team teaching; programmed learning; multi-method classes with research orientation.

(10) MALE HIGH SCHOOL

Creation of independent study center for all students, offering activities and materials geared to student interests; differentiated staffing; team teaching; reading improvement component; community involvement through advisory board; field trips for culturally disadvantaged students; rural camp for inner-city students; creation of Educational House for 150 Sophomore students, inter-relating four major subject areas.

1) DuPONT MANUAL HIGH SCHOOL

Reading program for inner-city students utilizing periodicals and her materials relevant to disadvantaged students; field trips to cul-rral events, sites; inter-disciplinary approach to English and Social udies employing differentiated staffing, and independent study.

2) BEECHMONT ELEMENTARY SCHOOL

Individualized tutorial reading program; motor skills program; team aching-differentiated staffing.

ALUATION

During the 1970-71 school year, programs were monitored by members of e Department of Organizational Development and Department of Instruction. nce all programs were experimental pilot studies and were divergent, a mprehensive evaluation design was not implemented. Programs were evalu-ed by site visitations, interviews with principals, teachers and students. all cases, plans were implemented for incorporating the experimental ograms into the regular school program during the 1971-72 school year. d of year reports by schools indicated that 10 of the 12 schools had ccessfully developed program components which could be integrated into e regular school program without additional funding in 1971-72.

The Competitive School Component was successful in that it created in n-project schools an openness to change and served to spread the concepts differentiated staffing and humanistic education beyond the 14 target hools, thus paving the way for system-wide implementation of the philo-phy and innovative concepts embodied in Project Transition.

STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS
September 12, 1969
(Grades 1 - 12)

Table I below gives the Senior High Schools, Junior High Schools and Elementary Schools, respectively, (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 12, 1969.

For the sake of comparison similar information for last year is given in Table II and for 1967 in Table III.

Table I - Seotember 12, 1969

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,724	83.3	0	0	1,755	16.7	10,479
Junior High Schools	11,806	93.5	0	0	821	6.5	12,627
Elementary Schools	24,706	91.5	1,757	6.5	516	2.0	26,979
TOTAL	45,236	90.4	1,757	3.5	3,092	6.1	50,085

Table II - September 24, 1968

	Pupil in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,774	83.6	0	0	1,724	16.4	10,498
Junior High Schools	11,526	91.5	1,069	8.5	0	0	12,595
Elementary Schools	24,107	86.7	3,135	11.3	554	2.0	27,796
TOTAL	44,407	87.3	4,204	8.2	2,278	4.5	50,889

Table III - September 22, 1967

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,698	83.5	0	0	1,713	16.5	10,411
Junior High Schools	10,516	84.6	1,011	8.2	896	7.2	12,423
Elementary Schools	25,284	89.0	3,144	11.0	0	0	28,428
TOTAL	44,498	86.8	4,155	8.1	2,609	5.1	51,262

Table IV shows for Senior High Schools, Junior High Schools, and Elementary Schools, respectively, the Number in which the student bodies are (1) Mixed, (2) All-White, (3) All-Black for the past three years.

TABLE IV

	Mixed			All-White			All-Black			Total		
	1967	1968	1969	1967	1968	1969	1967	1968	1969	1967	1968	1969
Sr.High	6	6	6	0	0	0	1	1	1	7	7	7
Jr.High	10	11	11	1	1	0	1	0	1	12	12	12
Elem.	41	40	42	6	6	5	0	2	2	47	48	49
TOTAL	57	57	59	7	7	5	2	3	4	66	67	68

In these tables, duPont Manual High School is the only school in which there are two organization levels (junior and senior high pupils). Likewise, Cotter Elementary School and DuValle Junior High School are counted separately, though under one school building. Meyzeek Junior High School and Booker T. Washington Elementary School, under the same principal, are also counted as separate schools.

Table V shows the Number and Percentage of White Pupils in membership in Mixed and All-White Schools respectively and the Number and Percentage of Black Pupils in membership in Mixed and All-Black schools respectively for 1967, 1968, and this year.

TABLE V

TOTAL MEMBERSHIP

	September 22, 1967		September 24, 1968		September 12, 1969		Increase (+) or	Decrease (-)
	Number	Percent	Number	Percent	Number	Percent	Number 1969 over 1968	Percent 1969 over 1968
White in Mixed Schools	24,203	85.3	23,406	84.8	24,949	93.4	+ 1,543	+ .062
White in All-White Schools	4,155	14.7	4,204	15.2	1,757	6.6	- 2,447	- 1.39
TOTAL WHITE	28,358	100.0	27,612	100.0	26,706	100.0	- 906	- .033
Black in Mixed Schools	20,295	88.6	20,999	90.2	20,287	86.8	- 712	- .03
Black in All-Black Schools	2,609	11.4	2,278	9.8	3,092	13.2	+ 814	+ .263
TOTAL BLACK	22,904	100.0	23,277	100.0	23,379	100.0	+ 102	+ .004
GRAND TOTAL	51,262		50,889		50,085		- 804	- .016

Table VI shows for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership on September 22, 1967, September 24, 1968 and September 12, 1969. Summaries are shown for Senior High Schools, Junior High Schools and Elementary Schools respectively and Totals for all schools.

TABLE VI

	September 22, 1967			September 24, 1968			September 12, 1969		
School	White	Black	Total	White	Black	Total	White	Black	Total
Senior High:									
Ahrens Trade	1,279	362	1,641	1,274	363	1,637	1,396	342	1,738
Atherton High	1,400	26	1,426	1,394	26	1,420	1,512	32	1,544
Central High	0	1,713	1,713	0	1,724	1,724	0	1,755	1,755
duPont Manual High	1,111	281	1,392	985	305	1,290	898	298	1,196
Iroquois High	1,363	23	1,386	1,545	21	1,566	1,679	15	1,694
Louisville Male High	511	966	1,477	416	1,112	1,528	241	1,147	1,388
Shawnee High	578	798	1,376	506	825	1,331	303	861	1,164
Total Senior High	6,242	4,169	10,411	6,120	4,376	10,496	6,029	4,450	10,479

School	September 22, 1967			September 24, 1968			September 12, 1969		
	White	Black	Total	White	Black	Total	White	Black	Total
Junior High:									
Barret Junior	633	31	664	627	30	657	688	39	727
duPont Manual Junior	579	181	760	649	172	821	710	208	918
DuValle Junior	7	1,144	1,151	5	1,091	1,096	6	1,037	1,043
Gottschalk Junior	1,045	13	1,058	1,015	9	1,024	1,001	15	1,016
Highland Junior	805	43	848	876	73	949	850	107	957
Manly Junior	500	443	943	484	468	952	442	492	934
Meyzeek Junior	22	394	416	21	406	427	12	385	397
Parkland Junior	295	1,058	1,353	160	1,170	1,330	75	1,269	1,344
Russell Junior	0	896	896	1	871	872	0	821	821
Shawnee Junior	397	980	1,377	311	1,072	1,383	231	1,221	1,452
Southern Junior	1,011	0	1,011	1,069	0	1,069	1,074	1	1,075
Western Junior	967	223	1,190	972	270	1,242	983	240	1,223
Woerner Junior	572	184	756	583	190	773	510	210	720
Total Junior High	6,833	5,590	12,423	6,773	5,822	12,595	6,582	6,045	12,627
Elementary:									
Atkinson	995	86	1,081	931	81	1,012	899	90	989
Beechmont	226	0	226	261	0	261	263	0	263
Belknap	374	5	379	431	4	435	446	1	447
Bloom	348	0	348	346	0	346	373	0	373
Brandeis	47	1,012	1,059	34	1,042	1,076	22	1,011	1,033
Breckinridge	469	94	563	449	95	544	455	77	532
Byck	37	861	898	23	883	906	29	832	861
Carmichael	290	426	716	268	416	684	207	373	580
Carter	3	807	810	2	750	752	2	717	719
Clark	395	41	436	393	39	432	397	32	429
Clay	149	737	886	110	753	863	78	746	824
Cochran	401	42	443	333	40	373	356	29	385
Coleridge-Taylor	19	371	390	7	344	351	7	326	333
Cotter	1	359	360	0	339	339	0	314	314
Dolfinger	401	59	460	385	53	438	370	47	417
Emerson	325	131	456	317	109	426	350	88	438
Engelhard	453	44	497	448	35	483	415	35	450
Field	362	2	364	386	4	390	388	0	388
Foster	13	803	816	11	794	805	2	762	764
Franklin	398	23	421	372	15	387	390	15	405
Frayser	681	32	713	630	31	661	624	37	661
Hazelwood	968	18	986	927	21	948	841	23	864

TABLE VI Continued:

School	September 22, 1967 White	Black	Total	September 24, 1968 White	Black	Total	September 12, 1969 White	Black	Total
Elementary Continued:									
Heywood	291	65	356	296	70	366	322	50	372
Hill	128	60	188	136	52	188	95	52	147
Jacob	646	25	671	629	25	654	608	22	630
Johnston	300	33	333	304	36	340	261	22	283
Jones	123	252	375	80	285	365	51	258	309
Kennedy	10	716	726	14	671	685	7	608	615
King	(Opened school year 1968-69)			164	611	775	85	789	874
Lincoln	473	165	638	475	157	632	457	153	610
Longfellow	347	0	347	337	0	337	343	0	343
Lowell	554	67	621	548	64	612	501	51	552
Marshall	196	178	374	211	180	391	193	183	376
McFerran	513	371	884	424	460	884	298	556	854
Parkland Elementary	12	622	634	9	575	584	11	573	584
Perry	1	782	783	1	706	707	2	659	661
Portland	388	0	388	377	0	377	390	0	390
Prentice	(Formerly Stevens School - beginning 9/1969 a Louisville school)						92	34	126
Roosevelt	715	143	858	724	127	851	655	126	781
Rutherford	1,012	0	1,012	988	0	988	894	2	896
Semple	823	0	823	826	0	826	803	3	806
Shawnee Elementary	535	831	1,366	260	395	655	244	522	766
Shelby	374	13	387	390	22	412	409	27	436
Southwick	2	593	595	1	557	558	1	560	561
Strother	84	343	427	72	385	457	72	425	497
Talbert	3	227	230	0	215	215	0	202	202
Tingley	379	46	425	373	48	421	368	30	398
Washington, B.T.	5	747	752	4	742	746	10	673	683
Wheatley	14	913	927	12	846	858	9	749	758
Total Elementary	15,283	13,145	28,428	14,719	13,077	27,796	14,095	12,884	26,979
TOTAL SENIOR HIGH	6,242	4,169	10,411	6,120	4,378	10,498	6,029	4,450	10,479
TOTAL JUNIOR HIGH	6,833	5,590	12,423	6,773	5,822	12,595	6,582	6,045	12,627
TOTAL ELEMENTARY	15,283	13,145	28,428	14,719	13,077	27,796	14,095	12,884	26,979
TOTAL ALL	28,358	22,904	51,262	27,612	23,277	50,889	26,706	23,379	50,085

SUPPLEMENTARY REPORT ON KINDERGARTENS
September 12, 1969

Table I below gives the Kindergarten membership showing (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 22, 1967, September 24, 1968, and September 12, 1969.

TABLE I

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Sept.1967	2,407	66.5	552	15.3	660	18.2	3,619
Sept.1968	2,982	84.3	481	13.6	73	2.1	3,536
Sept.1969	2,939	90.3	289	8.8	26	.9	3,254

Below is listed the number of schools in which kindergarten student bodies are (1) Mixed; (2) All-White; and (3) All-Black.

	Mixed	All-White	All-Black	TOTAL
September 1967	31	7	9	47
September 1968	40	6	2	48
September 1969	42	5	1	48

Below is listed for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership as of September 22, 1967, September 24, 1968, and September 12, 1969.

School	September 22, 1967			September 24, 1968			September 12, 1969		
	White	Black	Total	White	Black	Total	White	Black	Total
Atkinson	97	9	106	94	12	106	83	9	92
Beechmont	53	0	53	50	0	50	38	0	38
Belknap	70	0	70	58	0	58	53	0	53
Bloom	50	0	50	55	0	55	71	0	71
Brandeis	3	121	124	0	110	110	2	108	110
Breckinridge	58	6	64	50	9	59	43	8	51
Byck	1	116	117	0	119	119	1	52	53
Carmichael	29	67	96	24	66	90	15	71	86
*Clark	80	7	87	72	5	77	53	7	60
Clay	11	64	75	6	78	84	3	57	60
Cochran	37	3	40	41	1	42	42	4	46
Coleridge-Taylor	0	37	37	1	43	44	3	195	198
Cotter (housed at Southwick)	0	63	63	0	37	37	0	7	7
Dolfinger	52	7	59	44	4	48	42	3	45
Emerson	91	16	107	77	11	88	75	13	88
Engelhard	45	3	48	32	3	36	33	1	34
Field	49	1	50	44	0	44	42	0	42
Foster	1	80	81	0	91	91	0	62	62
*Carter	0	103	103	0	105	105	0	101	101

School	September 22, 1967			September 24, 1968			September 12, 1969		
	White	Black	Total	White	Black	Total	White	Black	Total
Franklin	46	4	50	35	5	40	32	0	32
Frayser	86	3	89	106	4	110	93	1	94
Hazelwood	164	3	167	158	5	163	127	3	130
Heywood	31	10	41	38	13	51	43	6	49
Hill	15	6	21	10	5	15	10	9	19
Jacob	86	5	91	90	4	94	76	4	80
Johnston	34	5	39	30	4	34	30	2	32
Jones	18	72	90	26	60	86	8	61	69
Kennedy	0	89	89	0	88	88	0	89	89
King (Opened School year 1968-69)				19	53	72	10	72	82
Lincoln	38	33	71	36	29	65	31	26	57
Longfellow	67	0	67	76	0	76	81	0	81
Lowell	57	11	68	49	5	54	34	4	38
Marshall	14	11	25	22	7	29	8	6	14
McFerran	51	37	88	40	45	85	27	50	77
Parkland Elem.	0	89	89	0	82	82	0	85	85
Perry	0	83	83	0	82	82	0	43	43
Portland	55	0	55	64	0	64	57	0	57
Roosevelt	67	20	87	50	18	68	40	23	63
Rutherford	148	0	148	140	0	140	146	0	146
Semple	109	0	109	96	0	96	111	0	111
Shawnee Elem.	76	94	170	28	43	71	17	53	70
Shelby	53	1	54	70	2	72	49	3	52
Southwick	0	68	68	2	124	126	0	82	82
Strother	14	45	59	7	59	66	5	59	64
Talbert	0	37	37	0	36	36	0	26	26
Tingley	39	4	43	50	6	56	29	3	32
Washington, B.T.	1	99	100	1	95	96	3	96	99
Wheatley	0	91	91	0	76	76	0	84	84
TOTAL	1,996	1,623	3,619	1,891	1,645	3,536	1,666	1,588	3,254

SUPPLEMENTARY REPORT FOR HEADSTART

September 12, 1969

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Sept.1968	744	94.9	0	0	40	5.1	784
Sept.1969	709	93.0	13	1.8	40	5.2	762

Below is listed the number of schools in which Headstart student bodies are (1) Mixed; (2) All-White; and (3) All-Black.

	Mixed	All-White	All-Black	Total
September 1968	22	0	2	24
September 1969	22	1	2	25

Headstart Membership by Schools - Continued:

Below is listed for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership as of September 24, 1968 and September 12, 1969.

	September 24, 1968			September 12, 1969		
School	White	Black	Total	White	Black	Total
Brandeis	0	39	39	0	40	40
Breckinridge	15	5	20	18	2	20
Byck	0	49	49	1	44	45
Carmichael	9	31	40	10	30	40
*Clay	3	32	35	0	20	20
Cochran	18	4	22	9	0	9
Coleridge-Taylor	1	30	31	0	37	37
Cotter	0	19	19	0	20	20
Dolfinger	17	2	19	13	7	20
Franklin	15	1	16	13	0	13
Heywood	10	9	19	12	3	15
Hill	7	4	11	8	12	20
Jones	3	37	40	1	39	40
Kennedy	0	63	63	1	51	52
Lincoln	16	15	31	16	16	32
McFerran	(Began school year 1969-70)			11	29	40
Parkland Elem.	0	47	47	3	37	40
Perry	2	41	43	0	40	40
Roosevelt	10	10	20	10	9	19
Southwick	0	44	44	0	44	44
Strother	7	26	33	0	20	20
Talbert	0	21	21	0	20	20
*Carter	0	61	61	0	56	56
Washington, B.T.	0	41	41	0	40	40
Wheatley	0	20	20	0	20	20
Total	133	651	784	126	636	762

APPENDIX E-3b

Transition Data

Status Report on Mini-Boards

Status Report on Mini-Boards

Transmitted by Bob Myers to the
Department of Research and Evaluation

Plans to establish Mini-Boards of Education were initiated in the Spring of 1970. A task force representing Central Office administrators, principals, teachers and community personnel was established to draft guidelines for Mini-Boards.

Prior to July, 1971, Mini-Boards were operational in six project schools: Roosevelt, Jones, Marshall and Coleridge-Taylor Elementary Schools, Parkland and Shawnee Junior High Schools and Shawnee Senior High School. (The Shawnee Mini-Board incorporated a total of six schools, which included Shawnee, Young, King and Portland Elementary schools; these are feeder schools into Shawnee Junior and Senior High Schools.)

In all other eight project schools, with the exception of Wheatley Elementary and DuValle Junior High, Lay Advisory Councils were established prior to July, 1971.

Mini-Boards and Advisory Councils include representation from principals, teachers, students (in junior and senior high schools) and parents.

In non-project schools, lay advisory councils are at various stages of development, ranging from functioning councils to those still in the process of establishing guidelines.

APPENDIX E-4b

Title IV -- Desegregation

The 1970 Desegregation Report

TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: NEWMAN WALKER, SUPERINTENDENT

SUBJECT: STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS, SEPTEMBER 25, 1970

DATE: OCTOBER 19, 1970

The attached statistical report on the status of desegregation in the Louisville Public Schools at the beginning of this school year is presented for your information. This report includes grades 1-12 and all special classes in the schools. The same year the Louisville Public Schools were integrated, kindergarten classes were discontinued because of lack of funds. Since kindergarten classes were restored in September 1966, a supplementary report on kindergarten is shown at the end of this memorandum. A supplementary report on Head Start, beginning in 1968, is also shown at the end of this memorandum.

We continue to express our very deep appreciation to our principals, our teachers, and all other school personnel for the very fine services they give to this program. At the same time, we should also like to express our deep gratitude to the many members of other community agencies who work closely with us for their cooperation and assistance.

RESULTS OF SPRING ACHIEVEMENT TESTING

FOCUS AND FOCUS MATCHING

Grade 6

1966-67 to 1968-69 -- Metropolitan Achievement Test
1969-70 and 1970-71 -- California Test of Basic Skills

Norm 6.8

ARITHMETIC COMPUTATION

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Focus Schools							
Carmichael	5.9	5.5	5.4	5.2	4.9	5.0	+.1
Coleridge-Taylor	5.5	5.5	5.9	5.4	5.4	5.2	-.2
Marshall	6.1	6.1	5.9	6.1	6.1	4.8	-1.3
Roosevelt	5.7	5.6	5.8	5.3	5.1	5.4	-.3
Wheatley	6.0	5.8	5.8	5.7	5.6	5.4	-.2
Total	5.9	5.7	5.8	5.6	5.5	5.2	+.3
Focus Matching							
Byck	4.9	4.9	4.7	4.6	4.5	4.4	-.1
Dolfinger	5.5	5.1	5.1	4.8	4.5	4.5	-0-
Perry	4.4	4.4	4.2	4.1	4.0	4.5	-.5
Shawnee	5.5	5.5	5.3	4.5	4.2	4.7	+.5
Washington	6.0	5.9	5.6	5.4	5.2	4.8	-.4
Total	5.7	5.7	5.6	5.3	5.2	5.1	+.1

RESULTS OF SPRING ACHIEVEMENT TESTING

IMPACT AND IMPACT MATCHING

Grade 6

1966-67 to 1968-69 -- Metropolitan Achievement Test
1969-70 and 1970-71 -- California Test of Basic Skills

Norm 6.8

READING

Schools	1966-67	1967-68	1968-69	1969-70	Projection for 1970-71	1970-71	Discrepancy
Impact Schools							
Bloom	6.8	6.6	7.1	7.3	7.5	7.3	-.2
Cotter	5.7	5.1	5.1	4.2	3.7	4.1	+.4
Engelhard	5.1	5.7	5.7	5.4	5.5	4.5	-1.0
Total	5.8	5.9	5.9	5.7	5.7	5.3	-.4
Impact Matching							
Belknap	8.7	8.7	9.2	8.0	7.8	8.5	+.7
Byck	4.9	4.9	4.7	4.6	4.5	4.4	-.1
Dolfinger	5.5	5.1	5.1	4.8	4.5	4.5	-0-
Field	10.0+	9.2	9.2	9.0	8.7	8.8	+.1
Perry	4.4	4.4	4.2	4.1	4.0	4.5	-.5
Semple	5.9	6.8	6.6	6.9	7.2	6.8	-.4
Shawnee	5.5	5.5	5.3	4.5	4.2	4.7	+.5
Strother	5.5	5.3	5.5	4.9	4.7	5.9	+1.2
Washington	5.1	5.1	4.7	3.9	3.6	4.3	+.7
Total	5.8	5.8	5.8	5.5	5.4	5.6	+.2

APPENDIX E-4a

Title IV -- Desegregation

The 1969 Desegregation Report

TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: NEWMAN WALKER, SUPERINTENDENT

SUBJECT: STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS, SEPTEMBER 12, 1969

DATE: OCTOBER 6, 1969

The attached statistical report on the status of desegregation in the Louisville Public Schools at the beginning of this school year is presented for your information. This report includes grades 1-12 and all special classes in the schools. The same year the Louisville Public Schools were integrated, kindergarten classes were discontinued because of lack of funds. Since kindergarten classes were restored in September 1966, a supplementary report on kindergarten is shown at the end of this memorandum. A supplementary report on Head Start, comparing last year with this year, is also shown.

We continue to express our very deep appreciation to our principals, our teachers, and all other school personnel for the very fine services they give to this program. At the same time, we should also like to express our deep gratitude to the many members of other community agencies who work closely with us for their cooperation and assistance.

September 25, 1970

Table I below gives the Kindergarten membership showing (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 24, 1968, September 12, 1969, and September 25, 1970.

TABLE I

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Sept.1968	2,982	84.3	481	13.6	73	2.1	3,536
Sept.1969	2,939	90.3	289	8.8	26	.9	3,254
Sept.1970	2,801	96.9	91	3.1	0	0	2,892

Below is listed the number of (1) Mixed; (2) All-White; and (3) All-Black schools in which there are kindergarten student bodies.

	Mixed	All-White	All-Black	TOTAL
September 1968	40	6	2	48
September 1969	42	5	1	48
September 1970	44	2	0	46

Below is listed for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership as of September 24, 1968, September 12, 1969, and September 25, 1970.

School	September 24, 1968			September 12, 1969			September 25, 1970		
	White	Black	Total	White	Black	Total	White	Black	Total
Atkinson	94	12	106	83	9	92	69	3	72
Beechmont	50	0	50	38	0	38	35	0	35
Belknap	58	0	58	53	0	53	66	1	67
Bloom	55	0	55	71	0	71	46	0	46
Brandeis	0	110	110	2	108	110	1	93	94
Breckinridge	50	9	59	43	8	51	39	4	43
Byck	0	119	119	1	52	53	1	82	83
Carmichael	24	66	90	15	71	86	11	48	59
Carter	0	105	105	0	101	101	0	87	87
Clark	72	5	77	53	7	60	60	6	66
Clay	6	78	84	3	57	60	5	72	77
Cochran	41	1	42	42	4	46	34	1	35
Coleridge-Taylor	1	43	44	3	195	198	1	44	45
Cotter (housed at Southwick)	0	37	37	0	7	7	At Southwick		
Dolfinger	44	4	48	42	3	45	39	5	44
Emerson	77	11	88	75	13	88	65	12	77
Engelhard	32	4	36	33	1	34	38	3	41
Field	44	0	44	42	0	42	38	0	38
Foster	0	91	91	0	62	62	0	57	57

Table III - September 24, 1968

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,774	83.6	0	0	1,724	16.4	10,498
Junior High Schools	11,526	91.5	1,069	8.5	0	0	12,595
Elementary Schools	24,107	86.7	3,135	11.3	554	2.0	27,796
TOTAL	44,407	87.3	4,204	8.2	2,278	4.5	50,889

Table IV shows for Senior High Schools, Junior High Schools, and Elementary Schools, respectively, the Number in which the student bodies are (1) Mixed, (2) All-White, (3) All-Black for the past three years.

TABLE IV

	Mixed			All-White			All-Black			Total		
	1968	1969	1970	1968	1969	1970	1968	1969	1970	1968	1969	1970
Sr.High	6	6	7	0	0	0	1	1	0	7	7	7
Jr.High	11	11	11	1	0	0	0	1	1	12	12	12
Elem.	40	42	45	6	5	2	2	2	1	48	49	48
TOTAL	57	59	63	7	5	2	3	4	2	67	68	67

In these tables, duPont Manual High School is the only school in which there are two organization levels (junior and senior high pupils). Likewise, Cotter Elementary School and DuValle Junior High School are counted separately, though under one school building. Meyzeek Junior High School and Booker T. Washington Elementary School, under the same principal, are also counted as separate schools.

Table V shows the Number and Percentage of White Pupils in membership in Mixed and All-White Schools respectively and the Number and Percentage of Black Pupils in membership in Mixed and All-Black schools respectively for 1968, 1969, and this year.

TABLE V

TOTAL MEMBERSHIP

	September 24, 1968 Number	September 24, 1968 Percent	September 12, 1969 Number	September 12, 1969 Percent	September 25, 1970 Number	September 25, 1970 Percent	Increase (+) or Number 1970 over 1969	Decrease (-) Percent 1970 over 1969
White in Mixed Schools	23,408	84.8	24,949	93.4	25,204	97.6	+ 255	+ .001
White in All-White Schools	4,204	15.2	1,757	6.6	614	2.4	- 1,143	- 1.86
TOTAL WHITE	27,612	100.0	26,706	100.0	25,818	100.0	- 888	- .034
Black in Mixed Schools	20,999	90.2	20,287	86.8	22,540	95.4	+ 2,253	+ .09
Black in All-Black Schools	2,278	9.8	3,092	13.2	1,075	4.6	- 2,017	- 1.88
TOTAL BLACK	23,277	100.0	23,379	100.0	23,615	100.0	+ 236	+ .01
GRAND TOTAL	50,889		50,085		49,433		- 652	- .013

Table VI shows for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership on September 24, 1968, September 12, 1969, and September 25, 1970. Summaries are shown for Senior High Schools, Junior High Schools and Elementary Schools respectively and Totals for all schools.

TABLE VI

School	September 24, 1968 White	September 24, 1968 Black	September 24, 1968 Total	September 12, 1969 White	September 12, 1969 Black	September 12, 1969 Total	September 25, 1970 White	September 25, 1970 Black	September 25, 1970 Total
Senior High:									
Ahrens Voc.&Tech.	1,274	363	1,637	1,396	342	1,738	1,297	468	1,765
Atherton High	1,394	26	1,420	1,512	32	1,544	1,571	53	1,624
Central High	0	1,724	1,724	0	1,755	1,755	1	1,591	1,592
duPont Manual	985	305	1,290	898	298	1,196	796	367	1,163
Iroquois High	1,545	21	1,566	1,679	15	1,694	1,671	13	1,684
Louisville Male	418	1,112	1,530	241	1,147	1,388	146	1,354	1,500
Shawnee High	504	827	1,331	303	861	1,164	189	895	1,084
Total Senior High	6,120	4,378	10,498	6,029	4,450	10,479	5,671	4,741	10,412

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TABLE VI Continued:

School	September 24, 1968 White	September 24, 1968 Black	September 24, 1968 Total	September 12, 1969 White	September 12, 1969 Black	September 12, 1969 Total	September 25, 1970 White	September 25, 1970 Black	September 25, 1970 Total
Junior High:									
Barret Junior	627	30	657	688	39	727	702	36	738
duPont Manual Junior	649	172	821	710	208	918	805	396	1,201
DuValle Junior	5	1,091	1,096	6	1,037	1,043	4	788	792
Gottschalk Junior	1,015	9	1,024	1,001	15	1,016	979	18	997
Highland Junior	876	73	949	850	107	957	924	81	1,005
Manly Junior	484	468	952	442	492	934	450	548	998
Meyzeek Junior	21	406	427	12	385	397	7	385	392
Parkland Junior	160	1,170	1,330	75	1,269	1,344	31	1,189	1,220
Russell Junior	1	871	872	0	821	821	0	797	797
Shawnee Junior	311	1,072	1,383	231	1,221	1,452	166	1,433	1,599
Southern Junior	1,069	0	1,069	1,074	1	1,075	1,125	3	1,128
Western Junior	972	270	1,242	983	240	1,223	918	252	1,170
Woerner Junior	583	190	773	510	210	720	522	276	798
Total Junior High	6,773	5,822	12,595	6,582	6,045	12,627	6,633	6,202	12,835
Elementary:									
Atkinson	931	81	1,012	899	90	989	954	61	1,015
Beechmont	261	0	261	263	0	263	291	0	291
Belknap	431	4	435	446	1	447	429	3	432
Bloom	346	0	346	373	0	373	402	3	405
Brandeis	34	1,042	1,076	22	1,011	1,033	15	945	960
Breckinridge	449	95	544	455	77	532	437	77	514
Byck	23	883	906	29	832	861	18	759	777
Carmichael	268	416	684	207	373	580	161	426	587
Carter	2	750	752	2	717	719	1	689	690
Clark	393	39	432	397	32	429	391	32	423
Clay	110	753	863	78	746	824	48	718	766
Cochran	333	40	373	356	29	385	396	28	424
Coleridge-Taylor	7	344	351	7	326	333	4	346	350
Cotter	0	339	339	0	314	314	0	278	278
Dolfinger	385	53	438	370	47	417	371	29	400
Emerson	317	109	426	350	88	438	406	82	488
Engelhard	448	35	483	415	35	450	502	36	538
Field	386	4	390	388	0	388	377	3	380
Foster	11	794	805	2	762	764	2	722	724
Franklin	372	15	387	390	15	405	395	13	408
Frayser	630	31	661	624	37	661	571	31	602
Hazelwood	927	21	948	841	23	864	826	[illegible]	[illegible]

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TABLE VI Continued:

School	September 24, 1968 White	September 24, 1968 Black	September 24, 1968 Total	September 12, 1969 White	September 12, 1969 Black	September 12, 1969 Total	September 25, 1970 White	September 25, 1970 Black	September 25, 1970 Total
Elementary Continued:									
Heywood	296	70	366	322	50	372	312	37	349
Hill	136	52	188	95	52	147	(Discontinued June 1970)		
Jacob	629	25	654	608	22	630	576	17	593
Johnston	304	36	340	261	22	283	246	19	265
Jones	80	285	365	51	258	309	24	286	310
Kennedy	14	671	685	7	608	615	5	630	635
King	164	611	775	85	789	874	50	865	915
Lincoln	475	157	632	457	153	610	373	159	532
Longfellow	337	0	337	343	0	343	323	0	323
Lowell	548	64	612	501	51	552	453	39	492
Marshall	211	180	391	193	183	376	181	212	393
McFerran	424	460	884	298	556	854	242	655	897
Parkland Elementary	9	575	584	11	573	584	0	598	598
Perry	1	706	707	2	659	661	2	505	507
Portland	377	0	377	390	0	390	403	6	409
Prentice (Formerly Stevens School - beginning 9/69 Louisville School)				92	34	126	93	36	129
Roosevelt	724	127	851	655	126	781	591	123	714
Rutherford	988	0	988	894	2	896	894	4	898
Semple	826	0	826	803	3	806	739	2	741
Shawnee Elementary	260	395	655	244	522	766	181	716	897
Shelby	390	22	412	409	27	436	375	23	398
Southwick	1	557	558	1	560	561	1	503	504
Strother	72	385	457	72	425	497	48	443	491
Talbert	0	215	215	0	202	202	5	197	202
Tingley	373	48	421	368	30	398	384	22	406
Washington, B.T.	4	742	746	10	673	683	4	607	611
Wheatley	12	846	858	9	749	758	12	664	676
Total Elementary	14,719	13,077	27,796	14,095	12,884	26,979	13,514	12,672	26,186
TOTAL SENIOR HIGH	6,120	4,378	10,498	6,029	4,450	10,479	5,671	4,741	10,412
TOTAL JUNIOR HIGH	6,773	5,822	12,595	6,582	6,045	12,627	6,633	6,202	12,835
TOTAL ELEMENTARY	14,719	13,077	27,796	14,095	12,884	26,979	13,514	12,672	26,186
TOTAL ALL	27,612	23,277	50,889	26,706	23,379	50,085	25,818	23,615	49,433

STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS
September 25, 1970
(Grades 1 - 12)

Table I below gives the Senior High Schools, Junior High Schools and Elementary Schools, respectively, (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 25, 1970.

For the sake of comparison similar information for last year is given in Table II and for 1968 in Table III.

Table I - September 25, 1970

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	10,412	100.0	0	0	0	0	10,412
Junior High Schools	12,038	93.8	0	0	797	6.2	12,835
Elementary Schools	25,294	96.6	614	2.3	278	1.1	26,186
TOTAL	47,744	96.6	614	1.2	1,075	2.2	49,433

Table II - September 12, 1969

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,724	83.3	0	0	1,755	16.7	10,479
Junior High Schools	11,806	93.5	0	0	821	6.5	12,627
Elementary Schools	24,706	91.5	1,757	6.5	516	2.0	26,979
TOTAL	45,236	90.4	1,757	3.5	3,092	6.1	50,085

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Kindergarten Membership by Schools - continued:

School	September 24, 1968			September 12, 1969			September 25, 1970		
	White	Black	Total	White	Black	Total	White	Black	Total
Franklin	35	5	40	32	0	32	33	0	33
Frayser	106	4	110	93	1	94	80	3	83
Hazelwood	158	5	163	127	3	130	113	4	117
Heywood	38	13	51	43	6	49	26	5	31
Hill	10	5	15	10	9	19	Discontinued June 1970		
Jacob	90	4	94	76	4	80	66	1	67
Johnston	30	4	34	30	2	32	33	1	34
Jones	26	60	86	8	61	69	8	73	81
Kennedy	0	88	88	0	89	89	1	82	83
King	19	53	72	10	72	82	3	78	81
Lincoln	36	29	65	31	26	57	23	17	40
Longfellow	76	0	76	81	0	81	56	0	56
Lowell	49	5	54	34	4	38	33	7	40
Marshall	22	7	29	8	6	14	16	5	21
McFerran	40	45	85	27	50	77	26	56	82
Parkland Elem.	0	82	82	0	85	85	1	90	91
Perry	0	82	82	0	43	43	0	80	80
Portland	64	0	64	57	0	57	67	2	69
Roosevelt	50	18	68	40	23	63	36	19	55
Rutherford	140	0	140	146	0	146	113	2	115
Semple	96	0	96	111	0	111	80	0	80
Shawnee Elem.	28	43	71	17	53	70	14	63	77
Shelby	70	2	72	49	3	52	47	4	51
Southwick	2	124	126	0	82	82	2	90	92
Strother	7	59	66	5	59	64	4	47	51
Talbert	0	36	36	0	26	26	0	42	42
Tingley	50	6	56	29	3	32	30	0	30
Washington, B.T.	1	95	96	3	96	99	0	73	73
Wheatley	0	76	76	0	84	84	0	71	71
TOTAL	1,891	1,645	3,536	1,666	1,588	3,254	1,459	1,433	2,892

SUPPLEMENTARY REPORT FOR HEADSTART
September 25, 1970

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Sept.1968	744	94.9	0	0	40	5.1	784
Sept.1969	722	94.8	0	0	40	5.2	762
Sept.1970	720	97.4	0	0	19	2.6	739

Below is listed the number of (1) Mixed; (2) All-White; and (3) All-Black schools in which there are Headstart student bodies.

	Mixed	All-White	All-Black	Total
September 1968	22	0	2	24
September 1969	23	0	2	25
September 1970	26	0	1	27

Headstart Membership by Schools - continued:

Below is listed for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership as of September 24, 1968, September 12, 1969, and September 25, 1970

	September 24, 1968			September 12, 1969			September 25, 1970		
School	White	Black	Total	White	Black	Total	White	Black	Total
Brandeis	0	39	39	0	40	40	0	40	40
Breckinridge	15	5	20	18	2	20	15	3	18
Byck	0	49	49	1	44	45	0	31	31
Carmichael	9	31	40	10	30	40	6	30	36
Carter	0	61	61	0	56	56	0	42	42
Clay	3	32	35	0	20	20	0	20	20
Cochran	18	4	22	9	0	9	19	0	19
Coleridge-Taylor	1	30	31	0	37	37	0	40	40
Cotter	0	19	19	0	20	20	0	19	19
Dolfinger	17	2	19	13	7	20	15	0	15
Engelhard	-	-	-	Began 1970-71 school year			15	1	16
Franklin	15	1	16	13	0	13	15	3	18
Hazelwood	-	-	-	Began 1970-71 school year			18	2	20
Heywood	10	9	19	12	3	15	10	6	16
Hill	7	4	11	8	12	20	Discontinued June 1970		
Jones	3	37	40	1	39	40	5	35	40
Kennedy	0	63	63	1	51	52	0	42	42
Lincoln	16	15	31	16	16	32	12	13	25
McFerran	Began school year 1969-70			11	29	40	2	18	20
Parkland Elem.	0	47	47	3	37	40	1	40	41
Perry	2	41	43	0	40	40	1	39	40
Portland	-	-	-	Began 1970-71 school year			19	1	20
Roosevelt	10	10	20	10	9	19	14	6	20
Southwick	0	44	44	0	44	44	0	38	38
Strother	7	26	33	0	20	20	1	19	20
Talbert	0	21	21	0	20	20	0	25	25
Washington,B.T.	0	41	41	0	40	40	0	38	38
Wheatley	0	20	20	0	20	20	0	20	20
Total	133	651	784	126	636	762	168	571	739

APPENDIX E-4c

Title IV -- Desegregation

The 1971 Desegregation Report

TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: NEWMAN WALKER, SUPERINTENDENT

SUBJECT: STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS, SEPTEMBER 24, 1971

DATE: OCTOBER 18, 1971

The attached statistical report on the status of desegregation in the Louisville Public Schools at the beginning of this school year is presented for your information. This report includes grades 1-12 and all special classes in the schools. The same year the Louisville Public Schools were integrated, kindergarten classes were discontinued because of lack of funds. Since kindergarten classes were restored in September 1966, a supplementary report on kindergarten is shown at the end of this memorandum. Since there has been a delay in starting Head Start classes this year, there are no figures for Head Start for 1971. There is a possibility Head Start classes will begin on November 1; if so, a supplemental report will be given at that time.

We continue to express our very deep appreciation to our principals, our teachers, and all other school personnel for the very fine services they give to this program. At the same time, we should also like to express our deep gratitude to the many members of other community agencies who work closely with us for their cooperation and assistance.

STATUS OF DESEGREGATION IN THE LOUISVILLE PUBLIC SCHOOLS
September 24, 1971
(Grades 1-12)

Table I below gives the Senior High Schools, Junior High Schools and Elementary Schools, respectively, (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 24, 1971.

For the sake of comparison similar information for last year is given in Table II and for 1969 in Table III.

Table I - September 24, 1971

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,789	84.5	0	0	1,616	15.5	10,405
Junior High Schools	11,929	94.5	0	0	696	5.5	12,625
Elementary Schools	22,789	91.6	663	2.7	1,425	5.7	24,877
TOTAL	43,507	90.8	663	1.4	3,737	7.8	47,907

Table II - September 25, 1970

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	10,412	100.0	0	0	0	0	10,412
Junior High Schools	12,038	93.8	0	0	797	6.2	12,835
Elementary Schools	25,294	96.6	614	2.3	278	1.1	26,186
TOTAL	47,744	96.6	614	1.2	1,075	2.2	49,433

Table III - September 12, 1969

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Senior High Schools	8,724	83.3	0	0	1,755	16.7	10,479
Junior High Schools	11,806	93.5	0	0	821	6.5	12,627
Elementary Schools	24,706	91.5	1,757	6.5	516	2.0	26,979
TOTAL	45,236	90.4	1,757	3.5	3,092	6.1	50,085

Table IV shows for Senior High Schools, Junior High Schools, and Elementary Schools, respectively, the Number in which the student bodies are (1) Mixed, (2) All-White, (3) All-Black for the past three years.

TABLE IV

	Mixed			All-White			All-Black			Total		
	1969	1970	1971	1969	1970	1971	1969	1970	1971	1969	1970	1971
Sr.High	6	7	6	0	0	0	1	0	1	7	7	7
Jr.High	11	11	11	0	0	0	1	1	1	12	12	12
Elem.	42	45	43	5	2	2	2	1	3	49	48	48
TOTAL	59	63	60	5	2	2	4	2	5	68	67	67

In these tables, duPont Manual High School is the only school in which there are two organization levels (junior and senior high pupils). Likewise, Cotter Elementary School and DuValle Junior High School are counted separately, though under one school building. Meyzeek Junior High School and Booker T. Washington Elementary School, under the same principal, are also counted as separate schools.

Table V shows the Number and Percentage of White Pupils in membership in Mixed and All-White Schools respectively and the Number and Percentage of Black Pupils in membership in Mixed and All-Black schools respectively for 1969, 1970, and this year.

TABLE V

TOTAL MEMBERSHIP

	September 12, 1969 Number	September 12, 1969 Percent	September 25, 1970 Number	September 25, 1970 Percent	September 24, 1971 Number	September 24, 1971 Percent	Increase (+) or Decrease (-) Number 1971 over 1970	Increase (+) or Decrease (-) Percent 1971 over 1970
White in Mixed Schools	24,949	93.4	25,204	97.6	23,898	97.3	- 1,306	- .054
White in All-White Schools	1,757	6.6	614	2.4	663	2.7	+ 49	+ .074
TOTAL WHITE	26,706	100.0	25,818	100.0	24,561	100.0	- 1,257	- .051
Black in Mixed Schools	20,287	86.8	22,540	95.4	19,609	84.0	- 2,931	- .149
Black in All-Black Schools	3,092	13.2	1,075	4.6	3,737	16.0	+ 2,662	+ .712
TOTAL BLACK	23,379	100.0	23,615	100.0	23,346	100.0	- 269	- .011
GRAND TOTAL	50,085		49,433		47,907		- 1,526	- .031

Table VI shows for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership on September 12, 1969; September 25, 1970; and September 24, 1971. Summaries are shown for Senior High Schools, Junior High Schools and Elementary Schools respectively and Total for all schools. This year grades 9-12 are housed at Shawnee High School. The 518 ninth grade students housed at Shawnee High School are reflected in the Shawnee Junior High School figures.

TABLE VI

School	September 12, 1969 White	September 12, 1969 Black	September 12, 1969 Total	September 25, 1970 White	September 25, 1970 Black	September 25, 1970 Total	September 24, 1971 White	September 24, 1971 Black	September 24, 1971 Total	
Senior High:										
Ahrens Voc.&Tech.	1,396	342	1,738	1,297	468	1,765	1,120	407	1,527	
Atherton High	1,512	32	1,544	1,571	53	1,624	1,582	61	1,643	
Central High	0	1,755	1,755	1	1,591	1,592	0	1,616	1,616	
duPont Manual High	898	298	1,196	796	367	1,163	1,030	391	1,421	
Iroquois High	1,679	15	1,694	1,671	13	1,684	1,621	9	1,630	
Louisville Male High	241	1,147	1,388	146	1,354	1,500	88	1,512	1,600	
Shawnee High	303	861	1,164	189	895	1,084	107	861	968	(Total housed 9-12 1,486 (518 ninth gr. shown at Shawnee Jr.High)
Total Senior High	6,029	4,450	10,479	5,671	4,741	10,412	5,548	4,857	10,405	

TABLE VI Continued:

School	September 12, 1969			September 25, 1970			September 24, 1971		
	White	Black	Total	White	Black	Total	White	Black	Total
Junior High:									
Barret Junior	688	39	727	702	36	738	676	25	701
duPont Manual Junior	710	208	918	805	396	1,201	764	449	1,213
DuValle Junior	6	1,037	1,043	4	788	792	4	859	863
Gottschalk Junior	1,001	15	1,016	979	18	997	898	21	919
Highland Junior	850	107	957	924	81	1,005	787	69	856
Manly Junior	442	492	934	450	548	998	429	584	1,013
Meyzeek Junior	12	385	397	7	385	392	4	389	393
Parkland Junior	75	1,269	1,344	31	1,189	1,220	40	1,026	1,066
Russell Junior	0	821	821	0	797	797	0	696	696
Shawnee Junior *	231	1,221	1,452	166	1,433	1,599	113	1,493	1,606 *
Southern Junior	1,074	1	1,075	1,125	3	1,128	1,077	4	1,081
Western Junior	983	240	1,223	918	252	1,170	1,000	316	1,316
Woerner Junior	510	210	720	522	276	798	531	371	902
Total Junior High	6,582	6,045	12,627	6,633	6,202	12,835	6,323	6,302	12,625
*(For 1971 - 518 ninth grade students shown at Shawnee Junior High are housed at Shawnee High School)									
Elementary:									
Atkinson	899	90	989	954	61	1,015	882	49	931
Beechmont	263	0	263	291	0	291	325	6	331
Belknap	446	1	447	429	3	432	410	5	415
Bloom	373	0	373	402	3	405	367	0	367
Brandeis	22	1,011	1,033	15	945	960	15	838	853
Breckinridge	455	77	532	437	77	514	401	88	489
Byck	29	832	861	18	759	777	17	704	721
Carmichael	207	373	580	161	426	587	134	403	537
Carter	2	717	719	1	689	690	2	660	662
Clark	397	32	429	391	32	423	353	31	384
*Clay (formerly Prentice School)	92	34	126	93	36	129	85	40	125
Cochran	356	29	385	396	28	424	385	36	421
Coleridge-Taylor	7	326	333	4	346	350	9	413	422
Cotter	0	314	314	0	278	278	0	265	265
Dolfinger	370	47	417	371	29	400	356	29	385
Emerson	350	88	438	406	82	488	383	64	447
Engelhard	415	35	450	502	36	538	460	33	493
Field	388	0	388	377	3	380	401	3	404
Foster	2	762	764	2	722	724	0	646	646
Franklin	390	15	405	395	13	408	315	9	324
Frayser	624	37	661	571	31	602	538	32	570
Hazelwood	841	23	864	826	23	849	841	34	875

* Prentice pupils moved to Clay School September 1971 - figures shown for 1969 and 1970 are Prentice pupils.

TABLE VI Continued:

School	September 12, 1969 White	Black	Total	September 25, 1970 White	Black	Total	September 24, 1971 White	Black	To
Elementary Continued:									
Heywood	322	50	372	312	37	349	283	43	
Hill	95	52	147		(Discontinued	June 1970)			
Jacob	608	22	630	576	17	593	477	15	
Johnston	261	22	283	246	19	265	265	15	
Jones	51	258	309	24	286	310	30	294	
Kennedy	7	608	615	5	630	635	4	615	
King	85	789	874	50	865	915	31	844	
Lincoln	457	153	610	373	159	532	329	146	
Longfellow	343	0	343	323	0	323	296	0	
Lowell	501	51	552	453	39	492	444	34	
Marshall	193	183	376	181	212	393	175	187	
McFerran	298	556	854	242	655	897	152	648	
Parkland Elementary	11	573	584	0	598	598	4	588	
Perry	2	659	661	2	505	507	1	447	
Portland	390	0	390	403	6	409	382	19	
Roosevelt	655	126	781	591	123	714	583	105	
Rutherford	894	2	896	894	4	898	880	5	
Semple	803	3	806	739	2	741	667	2	
Shawnee Elementary	244	522	766	181	716	897	128	696	
Shelby	409	27	436	375	23	398	381	33	
Southwick	1	560	561	1	503	504	1	492	
Strother	72	425	497	48	443	491	49	448	
Talbert	0	202	202	5	197	202	9	165	
Tingley	368	30	398	384	22	406	378	25	
Washington, B. T.	10	673	683	4	607	611	0	514	
Wheatley	9	749	758	12	664	676	6	612	
* Young (NEW SCHOOL SEPT.1971)	78	746	824	48	718	766	56	807	
Total Elementary	14,095	12,884	26,979	13,514	12,672	26,186	12,690	12,187	24,

* Clay pupils moved to Young School September 1971 - figures shown for 1969 and 1970 are Clay pupils)

School	September 12, 1969 White	Black	Total	September 25, 1970 White	Black	Total	September 24, 1971 White	Black	To
TOTAL SENIOR HIGH	6,029	4,450	10,479	5,671	4,741	10,412	5,548	4,857	10,
TOTAL JUNIOR HIGH	6,582	6,045	12,627	6,633	6,202	12,835	6,323	6,302	12,
TOTAL ELEMENTARY	14,095	12,884	26,979	13,514	12,672	26,186	12,690	12,187	24,
TOTAL ALL	26,706	23,379	50,085	25,818	23,615	49,433	24,561	23,346	47,

*For 1971-72 pupils in the following programs are not reflected in the above schools. They are:

Junior High Alternative Schools - White 30, Black 39 - Total 69
Teen Age Parent Program - White 18, Black 112 - Total 130

SUPPLEMENTARY REPORT ON KINDERGARTENS
September 24, 1971

Table I below gives the Kindergarten membership showing (1) the Number and Percentage of Pupils in Mixed Student Bodies, (2) the Number and Percentage of Pupils in All-White Student Bodies, and (3) the Number and Percentage of Pupils in All-Black Student Bodies as of September 12, 1969; September 25, 1970; and September 24, 1971.

TABLE I

	Pupils in Mixed Student Bodies		Pupils in All-White Student Bodies		Pupils in All-Black Student Bodies		
	Number	Percent	Number	Percent	Number	Percent	TOTAL
Sept.1969	2,939	90.3	289	8.8	26	.9	3,254
Sept.1970	2,801	96.9	91	3.1	0	0	2,892
Sept.1971	2,404	91.7	89	3.4	129	4.9	2,622

Below is listed the number of (1) Mixed; (2) All-White; and (3) All-Black schools in which there are kindergarten student bodies.

	Mixed	All-White	All-Black	TOTAL
September 1969	42	5	1	48
September 1970	44	2	0	46
September 1971	42	2	3	47

Below is listed for each school (1) the Number of White Pupils, (2) the Number of Black Pupils and (3) the Total Membership as of September 12, 1969; September 25, 1970; and September 24, 1971.

	September 12, 1969			September 25, 1970			September 24, 1971		
School	White	Black	Total	White	Black	Total	White	Black	Total
Atkinson	83	9	92	69	3	72	61	6	67
Beechmont	38	0	38	35	0	35	45	0	45
Belknap	53	0	53	66	1	67	43	0	43
Bloom	71	0	71	46	0	46	48	0	48
Brandeis	2	108	110	1	93	94	0	80	80
Breckinridge	43	8	51	39	4	43	37	5	42
Byck	1	52	53	1	82	83	0	71	71
Carmichael	15	71	86	11	48	59	13	46	59
Carter	0	101	101	0	87	87	0	76	76
Clark	53	7	60	60	6	66	48	5	53
Cochran	42	4	46	34	1	35	26	2	28
Coleridge-Taylor	3	195	198	1	44	45	1	71	72
Cotter	0	7	7		At Southwick		0	20	20
Dolfinger	42	3	45	39	5	44	39	0	39
Emerson	75	13	88	65	12	77	47	11	58
Engelhard	33	1	34	38	3	41	36	2	38
Field	42	0	42	38	0	38	41	0	41
Foster	0	62	62	0	57	57	0	46	46

Kindergarten Membership by Schools - continued:

School	September 12, 1969 White	Black	Total	September 25, 1970 White	Black	Total	September 24, 1971 White	Black	Total
Franklin	32	0	32	33	0	33	25	5	30
Frayser	93	1	94	80	3	83	71	4	75
Hazelwood	127	3	130	113	4	117	85	9	94
Heywood	43	6	49	26	5	31	25	5	30
Hill	10	9	19		Discontinued	June	1970		
Jacob	76	4	80	66	1	67	49	0	49
Johnston	30	2	32	33	1	34	33	1	34
Jones	8	61	69	8	73	81	7	56	63
Kennedy	0	89	89	1	82	83	0	77	77
King	10	72	82	3	78	81	3	82	85
Lincoln	31	26	57	23	17	40	33	16	49
Longfellow	81	0	81	56	0	56	41	0	41
Lowell	34	4	38	33	7	40	36	4	40
Marshall	8	6	14	16	5	21	12	5	17
McFerran	27	50	77	26	56	82	9	61	70
Parkland Elem.	0	85	85	1	90	91	1	76	77
Perry	0	43	43	0	80	80	0	57	57
Portland	57	0	57	67	2	69	59	2	61
Roosevelt	40	23	63	36	19	55	31	10	41
Rutherford	146	0	146	113	2	115	93	2	95
Semple	111	0	111	80	0	80	81	0	81
Shawnee Elem.	17	53	70	14	63	77	11	53	64
Shelby	49	3	52	47	4	51	47	1	48
Southwick	0	82	82	2	90	92	0	70	70
Strother	5	59	64	4	47	51	4	58	62
Talbert	0	26	26	0	42	42	0	25	25
Tingley	29	3	32	30	0	30	33	1	34
Washington, B.T.	3	96	99	0	73	73	0	63	63
Wheatley	0	84	84	0	71	71	0	62	62
*Young (NEW 1971)	3	57	60	5	72	77	5	97	102
TOTAL	1,666	1,588	3,254	1,459	1,433	2,892	1,279	1,343	2,622